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# Improvement of the Attitude of the Hospital Head Nurse Toward Communication

Shirley C. Booth

*University of Colorado Boulder*

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IMPROVEMENT OF THE ATTITUDE OF THE HOSPITAL  
HEAD NURSE TOWARD COMMUNICATION

by

Shirley C. Booth

Diploma, Colorado Training School for Nurses, 1943  
B.S., University of Denver, 1955

A Thesis submitted to the Faculty of the Graduate  
School of the University of Colorado in partial  
fulfillment of the requirements for the Degree

Master of Science

Department of Nursing

1958



Booth, Shirley C. (M.S., Nursing)

Improvement of the Attitude of the Hospital Head Nurse

Toward Communication

This Thesis for the M.S. degree by

Shirley C. Booth

In response to the growing concern for effective communication encountered in the modern hospital this study has been approved for the Department of Nursing sought to discover a method that would improve attitudes of the hospital head nurses toward communication.

by

A short introductory course in "general semantics"

using three selected basic premises was prepared to be used in a "one-group" experiment. The three basic premises

selected were Katherine J. Kelly Jane Murchison and self-reflexive-ness.

Date August 11, 1958

Eight head nurses of a large metropolitan hospital participated in the study as part of their in-service education program. In a controlled situation an "attitude judgment survey" was administered to the group as a pre-test. The short introduction to "general semantics" was given in nine hours over a period of six weeks. The "attitude judgment survey" was then given at the last session as the post-test.

An analysis of the "quality of attitude" was then made for each test.

The raw score range on the pre-test was 117 to 141 and on the post-test from 123 to 141. Each head nurse improved

her score with the exception of one. The mean of the total  
Booth, Shirley C. (M.S., Nursing)  
Improvement of the Attitude of the Hospital Head Nurse  
Toward Communication

Thesis directed by Professor Katherine Joan Kelly

Recommendations were made that a more comprehensive  
In response to the growing concern for effective  
study of "general semantics" be used to improve the attitudes  
communication encountered in the modern hospital this study  
of all nursing personnel toward communication and that  
sought to discover a method that would improve attitudes of  
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the hospital head nurses toward communication.

A short introductory course in "general semantics"  
communication workshops on "general semantics" applied to  
using three selected basic premises was prepared to be used  
nursing be planned through universities for all nursing  
in a "one-group" experiment. The three basic premises  
personnel.  
selected were: non-identity, non-allness, and self-reflexive-  
ness.

Eight head nurses of a large metropolitan hospital  
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I recommend its publication.  
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of thesis  
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ment survey" was then given at the last session as the post-  
test.

An analysis of the "quality of attitude" was then made  
for each test.

The raw score range on the pre-test was 117 to 141 and  
on the post-test from 123 to 141. Each head nurse improved

her score with the exception of one. The mean of the total possible points of 147 was 128.25 on the pre-test compared to 136.37 on the post-test. An analysis of the standard deviation indicated a more homogeneous group at the end of the course.

Recommendations were made that a more comprehensive study of "general semantics" be used to improve the attitudes of all nursing personnel toward communication and that "general semantics" should be integrated through-out the basic nursing curriculum. A third recommendation was that communication workshops on "general semantics" applied to nursing be planned through universities for all nursing personnel.

This abstract of about 240 words is approved as to form and content.

I recommend its publication.

Signed

Katherine S. Kelly  
Instructor in charge  
of thesis

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coordinating the efforts of the skilled, semi-skilled and unskilled worker. Even though each individual is charged with certain duties and responsibilities, the position in which he finds himself is not an isolated one. It is one of working together for a common cause. Cooperation and understanding, at all levels, are necessary ingredients, to group problem-solving, better known as the team approach to patient-centered care.

One of the prime ingredients of patient-centered care was not mentioned above. It is the art of effective interpersonal communication. Communication, in this sense, does not refer to memoranda, letters, telegrams, or the daily newspaper. It is the verbal and nonverbal responses of one individual to another. Yoder reminds us that in business and industry, communication inadequacies have been evident for many years and that effective communication is essential to the work-team.<sup>1</sup> Many in nursing have had the same experience.

<sup>1</sup>Dale Yoder, Personnel Management and Industrial Relations, (Englewood Cliffs, New Jersey: Prentice-Hall, Inc.) p. 774 - 775.



Four advanced nursing students in the masters program at Teachers College, Columbia University, stated in a report:

## CHAPTER I INTRODUCTION

### I. NEED FOR THE STUDY

The pressure of time, personnel shortages, and high patient census has contributed to the ever mounting problems of the complex organization known as the modern hospital. Patient-centered care has been an important factor in coordinating the efforts of the skilled, semi-skilled and unskilled worker. Even though each individual is charged with certain duties and responsibilities, the position in which he finds himself is not an isolated one. It is one of working together for a common cause. Cooperation and understanding, at all levels, are necessary ingredients to group problem-solving, better known as the team approach to patient-centered care. First are physical hazards: it may not be understood or misinterpreted. Third are sociological hazards. One of the prime ingredients of patient-centered care was not mentioned above. It is the art of effective interpersonal communication. Communication, in this sense, does not refer to memoranda, letters, telegrams, or the daily newspaper. It is the verbal and nonverbal responses of one individual to another. Yoder reminds us that in business and industry, communication inadequacies have been evident for many years and that effective communication is essential to the work-team.<sup>1</sup> Many in nursing have had the same experience.

<sup>1</sup>Dale Yoder, Personnel Management and Industrial Relations, (Englewood Cliffs, New Jersey: Prentice-Hall, Inc.) p. 774 - 775.



Four advanced nursing students in the masters program at Teachers College, Columbia University, stated in a report:

When we reviewed twenty procedure manuals which were currently being used in nursing schools, we found no information on the subject (communication) and a review of nursing literature of the past ten years indicated that little pertinent material has been presented.<sup>2</sup>

Subsequent to this 1955 report, nursing groups have become more aware of communication problems, however, the written records of such awareness are quite scarce.

Effective communication, the ingredient so vital to the smooth working of the hospital does not just happen. Adequate channels of communication must be planned for and inefficiencies avoided. Elwood Murray, Chairman of the School of Speech, University of Denver, and past president of the National Society for the Study of Communications, says:

Every message faces at least four sorts of overlapping hazards ... First are physical hazards: it may not be seen or heard. Second are semantic hazards: it may be misunderstood or misinterpreted. Third are sociological hazards: it may not be accepted as important, or worthwhile, for the person or group of persons concerned. And fourth are hazards associated with feedback: in estimating the sort of reception given the message, the sender may ignore audience or reader reaction, or he may misinterpret it.<sup>3</sup>

According to the Federal Agency, "The head nurse, more than way that it might be applied not only in a few restricted areas

<sup>2</sup> Barbara Fawkes, Catherine Federoff, Faye Kubichek, and Florence Pallein, "How Skillful is Our Communication," American Journal of Nursing, 55:448, April, 1955.

<sup>3</sup> Elwood Murray, "How an Educator Looks at Industrial Activities," The Journal of Communication, 4:51, Summer, 1956.

any other one individual in the hospital, represents the nursing service and hospital administration to the patients."<sup>4</sup>

Helen Graves, at the American Nurse's Association Convention in 1954 emphasized the head nurses responsibility toward communication in another direction by saying:

Because the head nurse is a line representative in nursing service, she has the opportunity and the obligation to interpret the feelings, requests, and suggestions of the staff in the ward unit to those in top administration positions.<sup>5</sup>

The head nurse occupies a focal point, in the hospital, for the dissemination of all types of information. She must effectively interpret policies, procedures, decisions, and problems not only to the patients and visitors, but to members of the medical staff, nursing personnel and personnel from other departments. The rapid changes taking place in medicine reflects in the interpretation of nursing care. Procedures and nursing concepts must be redefined as they change. The head nurse must effectively interpret these changes to the patient. Is it possible to give the head nurse any assistance with these problems?

General semantics, which has been regarded as a systematic attempt to formulate the general method of science in such a way that it might be applied not only in a few restricted areas of human experience, but generally in daily life. It is a

<sup>4</sup>"The Head Nurse Looks at Her Job," (Washington: U. S. Government Printing Office, 1952), p.VII.

<sup>5</sup>Helen G. Graves, "Head Nurses are Key People," The American Journal of Nursing, 54:572, May 1954.

basic orientation, a generalized way of solving problems -- with due regard for the language of science. Could this be the instrument that would assist the head nurse in her day to day problems?

The concern about inadequate communication can be found in almost any hospital. A newly organized institution usually has more difficulties than an old well established one for it must define policy as problems arise, which may occasion misinterpretation. Personnel conflicts are often encountered because of lack of insight to socio-economic backgrounds.

The General Rose Memorial Hospital was, compared to other hospitals in Denver, a newly organized institution at the time of this study. It had the same developmental problems most new organizations encounter.

Since the opening of the General Rose Memorial Hospital in 1949 a need for improved communication skills in nursing service was evident. The need was brought to the attention of the investigator through formal and informal discussions with the nursing personnel.

Although no terminal interview records were maintained at that time, one supervisor at the General Rose Memorial Hospital stated she felt that some resignations of staff nurses resulted from lack of understanding and frustrations

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<sup>6</sup>Wendell Johnson, People in Quandaries, (New York: Harper and Brothers, 1946), p. 33. unpublished report, 1955, p. 78.

experienced because of ineffectual communication. A one year study based on interviews with nurses who were leaving a university hospital staff indicated the problem was not peculiar to General Rose Memorial Hospital, however. The findings of the study revealed: nursing service.

.....that nurses need more help in understanding hospital policies .... They need an opportunity to express and discuss their problems with a representative of nursing service administration; and they need to be better understood as persons by their supervisors and employees.

Louise Waagen Masters, former United States Public Health consultant conducted a nursing survey at the General Rose Memorial Hospital in 1955. Mrs. Masters was emphatic when she reported:

....Breaks in communications are believed to be one of the greatest causes of problems and frustrations at the General Rose Memorial Hospital.

It is supposed that everyone in the field of personnel management knows the value of written communication. These are employed at the Rose Memorial Hospital, but ... they are not always uniformly interpreted, nor is the same amount of importance attached to them by all readers.

Three supervisors subsequently stated that they felt definite effort should be directed toward communication skills.

Assuming that "general semantics" could prove to be a sound addition to the inservice educational program, the writer believed this study would be of importance as one of the first attempts to offer a short basic introduction to the

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<sup>8</sup> Louise Waagen Masters, The Nursing Service Department of the General Rose Memorial Hospital, unpublished report, 1955, p. 78.

field of general semantics in the nursing situation. It should serve in a small way, as a record, in the furthering of a larger project -- the understanding of the process of "general semantics" and the devising of a method for transmitting understanding to all in nursing service.

## II. STATEMENT OF THE PROBLEM

The broad purpose of this study was to investigate the effectiveness of an in-service education course in communication for hospital head nurses. More specifically the objective was to determine the effect of general semantics on the attitudes toward communication of the hospital head nurses at the General Rose Memorial Hospital.

Preliminary problems. The two preliminary problems of this study were stated as:

1. Is there an instrument which tests the changes in attitudes toward communication of the hospital head nurse?

2. What basic premises would show promise as aids to the improvement of the attitudes of hospital head nurses toward communication.

Sub-problems. A number of pertinent questions evolved that were regarded as sub-problems. They were:

1. In what way could the selected basic premises be introduced to the hospital situation.

2. What steps could be taken by the instructor to motivate the head nurses to actively participate in the course?

Irving J. Lee, Language Habits in Human Affairs, (New York: Harper and Brothers, 1941), p. 47.

Anatol Rapoport, Science and the Goals of Man, (New York: Harper and Brothers, 1950), p. 66 - 68.



3. Was there a danger of the head nurses developing a "block" toward "general semantics" because of the confusion among many, in the interpretation of the term or would the head nurses respond to a well known term such as "communication"?

### III. DEFINITIONS OF TERMS USED

To achieve a common understanding of what the terms mean in this study, definitions were selected from a review of the literature. Words are symbols, the meaning of which change with the use applied to them. Wendell Johnson declared:

If we abandon the futile attempt to give a term a general meaning, we then devote ourselves . . . to making adequate the context from which the term derives any particular meaning that it might have. The fact that the meaning of a term is seen to shift and change does not disturb us; rather, it gives us freedom of expression and a flexibility of interpretation that are strongly conducive to mutual understanding and agreement.

Irving J. Lee similarly has this to say:

.....Misunderstandings and confusion arise when readers and listeners assume that their word uses are also the word uses of writers and speakers. Only study of the utterance and direct questioning can reveal the use.<sup>10</sup>

Abstracting. Anatol Rapoport describes abstracting as:

"A selecting process -- the same word never means quite the same thing to two different people. Abstracting is a mechanism by which an infinite variety of experiences can be mapped in words. The mapping is accomplished by selecting only a few characteristics of the experience."<sup>11</sup>

<sup>9</sup>Wendell Johnson, People in Quandaries, (New York: Harper and Brothers, 1946), p. 24.

<sup>10</sup>Irving J. Lee, Language Habits in Human Affairs, (New York: Harper and Brothers, 1941), p. 47.

<sup>11</sup>Anatol Rapoport, Science and the Goals of Man, (New York: Harper and Brothers, 1950), p. 66 - 68.

Allness Reaction. "An assumption that implies identification, or the "is" of identification includes in it what is called an allness reaction. It implies that something "is" all, completely, totally, absolutely, etc., this, or that."<sup>12</sup> "Allness is the habit of identifying a thing with the class in which it has been placed (by definition) or with a property ascribed to it (by induction)."<sup>13</sup>

Behavior. Reaction to a stimulus.

Evaluate. An attempt to arrive at a correct judgment.

General Semantics. General Semantics is defined by Francis Chisholm as:

"General semantics" is a rapidly developing new science which studies language habits as human behaviors having effects on human adjustment and social relations. It has as one chief problem, the problem of describing word-fact relationships. General semantics studies human symbolic behavior, and attempts to train people in language habits which promote personal integration and cooperative endeavor."<sup>14</sup>

Head Nurse. "The nurse who is responsible for the administration of the nursing service in a single nursing unit of a clinical division, regardless of the title designation used by different hospitals."<sup>15</sup>

<sup>12</sup>Elwood Murray, The Speech Personality, (Chicago, J. B. Lippincott Company, 1944), p. 532.

<sup>13</sup>Anatol Rapoport, Science and the Goals of Man, (New York: Harper and Brothers, 1950), p. 123.

<sup>14</sup>Francis P. Chisholm, Introductory Lectures on General Semantics, (Lakeville, Connecticut: Institute of General Semantics, 1945), p. 9

<sup>15</sup>The Head Nurse Looks at Her Job, (Washington, D.C.: United States Government Printing Office, Public Health Service Publication, No. 227, 1952), p. 3.

Identification. "A statement that some verbal formulation equals, is the same as, is identical with whatever it is the statement refers to."<sup>16</sup>

Non-identity. "Events of the world, whatever they may be, are not the same as our verbal formulations about them."<sup>17</sup>

Premises. A proposition antecedently supposed or proved.

Projection. Reflection of one's own opinions on another's statements.<sup>18</sup>

Semantic Reaction. Korzybski refers to a semantic reaction as:

All effective and psycho-logical responses to words and other stimuli involving meaning are to be considered as semantic reactions, which become meanings and relational configurations the moment the given individual begins to analyse them, or somebody else does that for him.<sup>19</sup>

Silent Assumption. Abstracting a non-verbal level. Personal experiences of the individual in which words have not yet been attached and which the individual may be unconscious of having.

<sup>16</sup>Francis P. Chisholm, op. cit., p. 2 - 3.

<sup>17</sup>Ibid., p. 4.

<sup>18</sup>Ibid., p. 6.

<sup>19</sup>Alfred Korzybski, Selections from Science and Sanity, (Lakeville, Connecticut: The International Non-Aristotelian Library Publishing Company, 1948), p. 23 - 24.

Bess Sontel, "Toward a Field Theory of Communication," The Journal of Communication, 4:149, Winter 1956.



She also directs attention to the inadequacy of words

by quoting Korzybski CHAPTER II

insufficient for a profitable language transaction:

## HISTORICAL BACKGROUND OF GENERAL SEMANTICS

1. Every word is an abstraction that wraps up the similarities of the class described and leaves out all of "General semantics" is a scientific approach to the

revision of a completely general system of evaluation which has been inherited from the past.<sup>1</sup> In the ordinary sense it

is a new extensional discipline which explains and trains us how to use our nervous system most efficiently.<sup>2</sup>

Count Alfred Korzybski, mathematician and engineer, Language habits, studied as human behaviors, have their effect on human adjustment and social relations.

"General semantics" directs the study of human symbolic behavior and educates people to understand language habits which promotes personal integration and cooperative endeavor.<sup>3</sup>

Bess Sondel, Consultant in Communication to the Industrial Relations Center, University of Chicago, stated that Alfred Korzybski, author of the first sourcebook of general semantics, urged that a language system should be revised so that its structure harmonizes with the structure of the nervous system.<sup>4</sup>

<sup>1</sup>Francis P. Chisholm, Introductory Lectures on General Semantics, (Lakeville, Connecticut: Institute of General Semantics, 1945), p. ii.

<sup>2</sup>Alfred Korzybski, Selections from Science and Sanity, (Lakeville, Connecticut: The International Non-aristotelian Library Publishing Company, 1948), p. 11.

<sup>3</sup>Francis P. Chisholm, op. cit., p. 9.

<sup>4</sup>Bess Sondel, "Toward a Field Theory of Communication," The Journal of Communication, 4:149, Winter 1956.

it today. She also directs attention to the inadequacy of words by quoting Korzybski and his reasons why words alone are insufficient for a profitable language transaction:

1. Every word is an abstraction that wraps up the similarities of the class described and leaves out all of the differences.

2. Definitions are circular. We use words in order to define other words, and come, ultimately, to the bottom of the barrel.

3. Words must, of necessity, exclude the basic assumptions which underlie them.<sup>5</sup>

Count Alfred Korzybski, mathematician and engineer, was linked closely with professional people and others concerned with the development of a science of man.

He was born in Warsaw, Poland, July 31, 1879 and educated at the Polytechnic Institute of Warsaw. Natural science and humanities were studied both in Germany and Italy. With the outbreak of World War I, Korzybski was assigned to the General Staff Intelligence Department of the Russian Army.

It may be assumed that his work with the prisoners of war stimulated his interest in human engineering, because as early as 1921 he was lecturing in this country on his new theory of man as a time-binding class of life. Time-binding is the ability to transmit accumulated experiences to succeeding generations. This theory was presented to the International Mathematical Congress in Toronto in 1924 and published the following year. "General semantics", as we study

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<sup>5</sup>Ibid., p. 149

it today, was outlined almost completely in this early work.

Interest in psychiatry took Korzybski to St. Elizabeth's Hospital in Washington, D.C. Under the direction of Doctor William Alanson White, Korzybski applied mathematical methods to psychiatry for the next two years. His time-binding theory was given in 1925 before the Washington Society for Nervous and Mental Diseases and in 1926 before the Washington Psychopathic Society.

Alfred Korzybski's great work, "Science and Sanity: An Introduction to Non-aristotelian Systems and General Semantics," was first published in 1933. Unfortunately the term general semantics has been misleading and confusing. Korzybski wrote:

I coined the term 'General Semantics' on the assumption that intelligent laymen will be able to discriminate between 'semantics' and 'General Semantics', as mathematicians are able to discriminate between the cartesian system and the vector, tensor, etc., calculus as different disciplines, in the process of mathematical evolution.<sup>1</sup>

In the Author's Note, written by Korzybski for "Selections from Science and Sanity," a warning was given because of the fundamental confusion regarding the similarity of terms. To clarify the misuse of these terms he wrote:

In his "Introduction to Semantics" (p. 9) Rudolf Carnap

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<sup>1</sup>Alfred Korzybski, Selections from Science and Sanity, (Lakeville, Connecticut: The International Non-aristotelian Library Publishing Company, 1948), p. viii.

<sup>3</sup>M. Kendig, News From Headquarters, General Semantics Bulletin, 18-19:114, July 1957.

says, 'If, in an investigation explicitly reference is made to the . . . user of a language (from a business like, practical point of view) then we assign it to the field of pragmatics (from the Greek pragmatikos, deed, business, act, etc.) . . . . If we abstract from the user of the language (i.e., disregard the person) and analyze only the expressions and their designata (referents) we are in the field of semantics. And if, finally, we abstract from the designata also and analyze only the relations between the expressions, we are in logical syntax. The whole science of language, consisting of the three parts mentioned is called semiotic.'

Obviously such a 'whole science of language' consisting of 'pragmatics', 'semantics', and 'logic', which is called 'semiotic', disregards the inner reactions of the individual person, and so eliminates the possibility of evaluation as a living issue with a living individual, which is the main aim of General Semantics.<sup>2</sup>

Before his death in 1950, Korzybski founded the Institute of General Semantics and was its first director and also president of the board of directors. He did not live to see his system widely accepted. M. Kendig, educational director and editor of the General Semantics Institute pointed out in a recent article:

At the Institute of General Semantics dissatisfaction with the progress general semantics has made in the past twenty years was noted. Few experiments and research on general semantics has been reported. Many popularizations of the system has been written by Hayakawa, Keyes, Chase, Johnson, etc., A hindering factor for the progress of general semantics is the lack of trained people to teach the teachers. No one has found a way of packaging general semantics to get wide public support.<sup>3</sup>

General semantics concepts are spreading slowly, however, and its value recognized in many fields. Dr. H. H.

<sup>2</sup>Ibid., p. vi.

<sup>3</sup>M. Kendig, News From Headquarters, General Semantics Bulletin, 18-19:114, July 1957.

Harkens of the Rhee Elastic Thread Corporation, Warren, Rhode Island wrote:

In planning our work we frequently make use of certain general semantic ideas . . . By these means we feel that we do not get completely bogged down in 'the linguistic rut' of by-gone generations, although we realize that we are perhaps in them most of the time.<sup>4</sup>

Raymond Boothe illustrated the close relationship of general semantics and engineering by stating:

In their use of symbols, engineers apply most of their extensional devices and other general semantic formulations without realizing it. In their dealings with physical materials, engineers do not blindly follow theories without frequent checking and testing in the territory. It would seem then, that upon contact with general semantics, engineers would 'mesh' with it.<sup>5</sup>

In the field of medicine, Irving J. Lee reported:

One of the most significant . . . aspects of the developing interest in general semantics is the response of a small number of physicians, psychiatrists, and dentists . . . is but a hint of the larger awareness that neuro-linguistic and neuro-semantic environments have something to do with sickness and health. . . I have heard of the effect of direct instruction in general semantics on some specific cases of claustrophobia, alcoholism, schizophrenia, combat fatigue, and excessive caries, but I have never read the report of such cases written by an M. D. or D. D. S. in the approved scientific pattern in a professional journal.<sup>6</sup>

Francis Chisholm indicated the importance of general semantics for teachers. He felt it was reasonable to assume

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<sup>4</sup>H. H. Harkens, "News," General Semantics Bulletin, 16-17:105, July 1955.

<sup>5</sup>Raymond H. F. Boothe, "General Semantics and Engineering," General Semantics Bulletin, 16-17:77-84, July 1955.

<sup>6</sup>Irving J. Lee, "On the Varieties of Research in General Semantics," ETC, 7:170-179, March 1950.



that improvement might reasonably be predicted such as:

1. Increased awareness by teachers of 'mental' blockages and difficulties in learning by students and improved techniques for removing them.
2. Increased awareness by teachers of the importance of language habits in learning and in personality.
3. Better measurement of individual differences.
4. Better understanding of the relationship between subject matters which are traditionally kept too separate in graduate school training.
5. Better adjustment and understanding of their own (linguistically conditioned) problems by the teachers themselves.

The desire to improve nurse-patient relationship through the concepts of general semantics had its origin several years prior to this study. Elwood Murray, professor of "general semantics" at the University of Denver, was hospitalized at the General Rose Memorial Hospital at that time. As an administrative nurse and student of Doctor Murray, the writer availed herself of this opportunity to discuss techniques to improve patient-nurse relationships with him. One technique discussed as an in-service education series on general semantics. Since that time, it has been the writer's conviction that general semantics should be introduced into nursing and to investigate the effectiveness of an in-service education course to determine the effectiveness of "general semantics."

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<sup>7</sup>Frances P. Chisholm, Introductory Lectures on General Semantics, (Lakeville, Connecticut: The International Non-aristotelian Library Publishing Company, 1945), p. iii.

## CHAPTER III

## METHOD OF STUDY

The head nurse, as a leader, must structure her nursing unit so as to insure successful communication. The team concept of patient-centered care is dependent upon effective communication at all levels. Misunderstandings, either verbal or non-verbal may be reflected in the care of the patient. Barriers against which the team cannot survive, may be the result of misevaluations and misunderstanding.

The desire to improve nurse-patient relationship through the concepts of general semantics had its origin several years prior to this study. Elwood Murray, professor of "general semantics" at the University of Denver, was hospitalized at the General Rose Memorial Hospital at that time. As an administrative nurse and student of Doctor Murray, the writer availed herself of this opportunity to discuss techniques to improve patient-nurse relationships with him. One technique discussed as an in-service education series on general semantics. Since that time, it has been the writer's conviction that general semantics should be introduced into nursing and to investigate the effectiveness of an in-service education course to determine the effectiveness of "general semantics" on the attitudes toward communication.

One-group experiment. The one-group experiment was selected for this study because of its special suitability. For classroom use, the one-group technique is the simplest of the experimental procedures because only one variable factor is introduced, varied, or subtracted to an individual, group, or thing and the resulting change or changes noted or measured. Certain difficulties should be anticipated, however. Even though the constant factor of pupil, teacher, and setting are controlled, the passage of time or change of attitudes may alter teacher or student's behavior.<sup>1</sup> In this study the experimental factor, "general semantics", would be introduced to the group, with the resulting changes noted and measured. As a basis of comparison a pretest of the group would be necessary.

Selection of the participants. Because of the stated importance of the head nurse position, the person functioning at a large metropolitan hospital seemed to be the logical candidates for this study. The General Rose Memorial Hospital met the requirements as to the hospital in that it was a non-profit association which averaged about 14,000 admissions annually. The hospital was fully approved by the Joint Commission on Accreditation of Hospitals and the American Medical Association. The institution had a rated bed capacity of two

<sup>1</sup>Carter V. Good and Douglas E. Scates, Methods of Research, (New York: Appleton-Century-Crofts, Inc., 1954), p. 704 - 705.



hundred and fifty patients. The head nurses of this institution had indicated, in informal discussions, their personal interest in the project and a free and easy two way line of communication had also previously been established between the head nurses and the director of this study. Indirectly, through Administrative approval. As soon as the tentative plans were formulated they were discussed with both the director of nurses and the administrator. The success of the project was dependent upon the good will and cooperation of these people. It was their recommendation that the classes be part of the in-service education program of the hospital and offered on regularly scheduled working hours. Thus, it became mandatory for the participants to attend all sessions. Six one and one-half hour sessions were arranged with an option on additional time, if it was needed. of role playing and drama A special meeting was held with the supervisors to ask their assistance in planning schedules so the head nurses could be released from their duties during class time. The supervisors were also asked for suggestions or comments and their questions were answered. It was deemed expedient, that the supervisors refrain from discussing the meeting with the head nurses. col. Elwood Murray was consulted concerning

a method Development of the course. To properly present the entire system of "general semantics" could take months, therefore, only a few basic premises could be selected for inclusion

<sup>2</sup>Wendell Johnson, People in Quandaries, (New York: Harper and Brothers,) p. 194.

in this in-service education course. The three basic premises "non-allness," "non-identity," and "self-reflexiveness," were selected because of their fundamental importance. Elwood Murray confirmed the selection of these premises for an in-service education course, as did Wendell Johnson, indirectly, through his book, "People in Quandaries." He referred to them as the bed-rock of the whole system of "general semantics".<sup>2</sup>

Six one and one-half hour sessions were planned. The academic atmosphere was avoided to facilitate informal group discussion. Time did not permit an elaborate presentation of the material, therefore, the plans to use the lecture method almost exclusively for teaching the basic principles of "general semantics" was chosen. Group discussion would then be used to apply the principles learned to current problems. To augment interpretation the use of role playing and demonstrations on the flannel board would be used. Course objects as well as objectives for each class session were designed to emphasize each basic premises to reach the goal of improved attitudes toward communication. Detailed lesson plans, included in the appendix of this study, were developed to be used as teaching guides.

Testing tool. Elwood Murray was consulted concerning a method to appraise the experiment. Although no test was known, through a review of the literature, a test, or an

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<sup>2</sup>Wendell Johnson, People in Quandaries, (New York: Harper and Brothers,) p. 184.

"Attitude Judgment Survey", was discovered that was designed to evaluate the attitude of industrial management personnel toward communication. The test was developed in 1955 by Dwight L. Freshley for a part of his doctoral dissertation at the Ohio State University. His research had as its objective the indirect measuring of the attitudes of industrial management personnel toward hypothetical principles of industrial communication.<sup>3</sup>

Freshley's study discovered: a Denver, it could be determined. a reliable test of attitude toward some of the hypothetical principles of industrial communication can be constructed and used. Effective communication is a foundation for sound management. Attitudes toward these principles probably influence communication practice. These attitudes can be probed indirectly and measured with some precision.<sup>4</sup>

A test was developed through his study to: study and the part. . . provide a quantitative index to the attitude of management personnel toward communication practices and principles. Test items contained brief descriptions of problem incidents which called for some kind of communication policy or method as a solution. Five solutions were offered, each one suggesting a different quality of attitude as determined by pretest scaling and one solution of the five being endorsed as "correct" in the literature and pretest expert group results. Two parallel forms of thirty items were used in the final test sample of two hundred management personnel.<sup>5</sup>

<sup>3</sup>Dwight L. Freshley, A Study of Attitudes of Industrial Management Personnel Toward Communication, unpublished doctor's dissertation, the Ohio State University, August, 1955, p. 3.

<sup>4</sup>Ibid., p. 59 - 61.

<sup>5</sup>"Research Notes," The Journal of Communication, 4:140, Autumn, 1956, p. 140.

After a close scrutiny of the test, its usefulness to the study was recognized and the decision to use it made. Necessary changes to adapt the test to the nursing situation was necessary. Minimal alterations such as relabeling situations and renaming people was all that was necessary. Permission was obtained from the author to use and adapt the test as necessary.<sup>6</sup> By administering the revised and the original tests to a specified number of head nurses in Denver, it could be determined if the original reliability of the test was preserved. Nursing directors from three hospitals other than General Rose Memorial Hospital were asked if the writer could contact the head nurses of their hospitals. After securing permission, the head nurses were oriented to the study and the part they were to have in it defined. The original of test, also known as the attitude judgment survey, was taken and then within a few days the revised test was administered. Permission was given to take each test home. Thirty head nurses were contacted and twenty-nine participated.

The scores made on the original test were then correlated with the scores from the revised test and a coefficient of correlation of 0.96 was obtained. An item by item analysis of the errors and the per cent of identical answers on both tests were studied. This evaluation revealed the 86 per cent of the head nurses gave the same response to 75 per cent or

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<sup>6</sup>Letter of permission, Appendix B, p.107.

more of the items, (Tables 1 and 2). Although a comparison, such as this has its weaknesses, the correlation of 0.96 and the relatively high per cent of like answers indicated that the original reliability of the test was not altered.

Notice of the first meeting. To avoid any preconceived opinions by the participants, preliminary planning was made exclusively with the administrator and the director of nurses. Notification of the first meeting was made to the head nurses through an informal memorandum from the nursing office. The notice stated the time, place and date of the meeting. The individual's reactions upon receiving the notification and the attitude of the group toward it were to be discussion topics for the first part of the opening session.

In-service education course. The course, which included six one and one-half hour sessions used a portion of the first session for the pretest and approximately the same amount of time in the last session for the post-test. The remainder of the time was divided into lectures and group discussion.

TABLE I

NUMBER AND PER CENT OF  
ANALYSIS OF THIRTY ORIGINAL AND REVISED TEST ITEM  
TEST ITEM RESPONSES OF TWENTY-NINE HEAD  
NURSES FROM THREE DENVER HOSPITALS

Head Nurses	Identical Responses	Per cent of Identical Responses
1	28	93
2	28	93
3	28	93
4	19	63
5	26	87
6	29	97
7	23	77
8	29	97
9	25	83
10	24	80
11	28	93
12	17	57
13	19	63
14	25	83
15	26	87
16	25	83
17	27	90
18	28	93
19	22	73
20	25	83
21	30	100
22	26	87
23	30	100
24	23	77
25	29	97
26	28	93
27	25	83
28	30	100
29	30	100



TABLE II

ERRORS ON THE ORIGINAL AND THE  
REVISED TESTS OF TWENTY-NINE  
HEAD NURSES FROM THREE DENVER HOSPITALS

Head Nurses	Errors on Original Test	Errors on Revised Test
1	13	12
2	13	13
3	6	6
4	9	13
5	13	13
6	10	10
7	12	12
8	9	7
9	6	9
10	9	14
11	9	9
12	15	12
13	18	14
14	10	14
15	12	12
16	18	18
17	6	9
18	8	6
19	16	14
20	11	11
21	14	14
22	10	8
23	8	8
24	12	12
25	7	7
26	10	11
27	10	9
28	9	9
29	4	5

## 1. CLASS ONE - INTRODUCTION

The objectives CHAPTER IV were:

### 1. To elicit the cooperation of the head nurses, even BRIEFS OF CLASS SESSIONS AND STUDENT RESPONSES

2. To administer the pretest in a controlled situa-

In this chapter, briefs of the detailed lesson plans were included to summarize the material included in each class session. The objectives, lecture summary, class activities, student responses, and an accounting of the time utilized in class were included for each class period. related to demo "General semantic" terms were referred to accurately, however, the term "general semantics" was not used. The reason for this was mainly because of the curren confusion that has been encountered concerning the meaning of the word. Another reason was that it was felt, by the writer, that the use of the well known word "communication" would prevent the possible development of mental blocks sometimes encountered of when an individual is introduced to a new subject of situa- tion. for the post-test. The testing time was approximately

forty- The broad teaching objectives for the in-service classes were: The basic theme for the balance of the session was

1. To introduce three basic premises of "general semantics" to the hospital head nurses.
2. To develop understanding and skill of application in these basic premises of "general semantics."
3. To assist the head nurses to become more aware of the content, relationship, ideas, and evaluation of their own communication.

A dogmatic statement results from the kind of thinking that



assumes: I. CLASS ONE - INTRODUCTION

The objectives for this class were:

1. To elicit the cooperation of the head nurses, even though their attendance was required.
2. To administer the pretest in a controlled situation that could be duplicated for the post-test.
3. To interest the head nurses in the field of communication.

A broad introduction to the in-service course was presented to the head nurses. Individual experiences were related to demonstrate good and poor communication. Individual reactions to the "call to meeting" were discussed. By unanimous vote the group decided on the meeting time and day.

Instructions for the pre-test, known also as the "attitude judgment survey", were distributed and code numbers assigned to each head nurse. The code number, it was explained, was used instead of personal names to conceal the identity of each paper. The same code number, they were reminded, would be used for the post-test. The testing time was approximately forty-five minutes. Assurance was given that names would

The basic theme for the balance of the session was "Human behavior problems are basically communication problems". To better understand human behavior the individual's life background, pattern of feelings, attitudes, physical appearance and psychological aspects were considered.

Dogmaticism, a form of identification, was explained. A dogmatic statement results from the kind of thinking that

assumes: verbal interaction was poor this session. Except for

"What I say about a thing is what it is."  
My statement = the truth about the subject of the  
statement.

Words = truth

What I say about anything = what it is." <sup>1</sup>

Student response. The head nurses were curious as to why they had been called into a meeting. They were told it was an in-service program to see what could be done to improve communication. All felt this was needed and were glad they had been selected to participate.

II. CLASS TWO - ABSTRACTION  
The class objectives for this session were:  
1. To identify the levels of abstracting.  
2. To investigate the process of abstracting.  
In this session the levels of abstraction were presented in a lecture. Abstraction was defined as an observation of a fuller, more detailed reality which can be only partially observed directly. Facts, the students were told, are experienced daily and abstractions made about them. Both the verbal and non-verbal abstraction levels were illustrated by blackboard drawings. Each admitted complaining at some time about poor memoranda and not being able to understand some people.

Two head nurses asked, after the instructions for the pretest were given, if their scores would become a part of their permanent record. Assurance was given that names would not be used on the test and the scores would not become a valuable illustration of abstracting. The lecture related language to a map and fact to the territory. A warning that words have no general meaning except as they are derived by the level of abstraction on which they are used was given.

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<sup>1</sup>Francis P. Chisholm, Introductory Lectures on General Semantics, (Lakeville, Connecticut: Institute of General Semantics, 1955), p. 3.

Verbal interaction was poor this session. Except for deciding a meeting time, the discussion was stiff and too teacher centered.

Itemized utilization of time:

Pre-test - - - - - 45 minutes

Lecture: - - - - - 35 minutes

Group discussion - - - - 10 minutes

## II. CLASS TWO - ABSTRACTION

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Korzybski's "map-territory" analogy was used as a valuable illustration of abstracting. The lecture related language to a map and fact to the territory. A warning that words have no general meaning except as they are derived by the level of abstraction on which they are used was given.

Time-binding or the ability of one person to benefit from the knowledge of another, the binding of one generation

to the experiences of past generations was presented next.<sup>2</sup>

In summary, the three basic premises of general semantics were placed on the blackboard.

1. Non-identity: The word is not the object; the map is not the territory; an abstract on one level is not the same as an abstract on any other level.
2. Non-allness: The word does not represent all the object; the map does not represent all the territory; what is abstracted on one level does not represent all that is abstracted on a lower level.
3. Self-reflexiveness; We use language for talking about language, we make maps of maps, statements about statements, evaluations of evaluations, we make abstracts of abstracts indefinitely.<sup>3</sup> In other words, abstracting is self-reflexive.

Student response. The head nurses appeared to be interested in the material presented and were good listeners. Although they were not required to take notes, over half appeared with pencil and paper. There was little verbal audience participation. Questions directed to individuals were answered. Several indicated the desire to think the lecture over and one asked for a reference list. A selected list of reference books was prepared for those interested.

Analysis of time utilized:

Lecture - - - - - 70 minutes

Group discussion - - 20 minutes

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<sup>2</sup>Wendell Johnson, People in Quandaries, (New York: Harper and Brothers, 1946), p. 143 - 184.

<sup>3</sup>Ibid., p. 184.

<sup>4</sup>Chisholm, op. cit., p. 3.

### III. CLASS THREE - IDENTIFICATION

The objectives for this class were:

1. To introduce the premise of non-identity and non-allness.
2. To become aware that words are not the objects; the map is not the territory; and abstractions of one level are not the same as on another level.

The worker, what he is like and how he differs from others, was illustrated on the flannel board at the beginning of this session. The worker is what has happened to him was discussed.

Identification was reviewed to re-emphasize the importance of checking the "fact-territory" before making a statement or accepting a set of words that were abstracts of reality created from inside a person's head. Emphasis was placed on the fact that "is" of identification should always be investigated. Many misvaluations and human difficulties, the head nurses were reminded, could be avoided, if instead of "knowing" without investigation, the "fact territory" was explored to find the truth.

The premise of non-identity was used to explain the different characteristics in people, or the difference of one event from another. Being basically oriented to "non-identity" frees the individual from making generalities.<sup>4</sup>

Student response. The discussion improved this session, however, the head nurses seemed to be a little reserved in

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<sup>4</sup>Chisholm, op. cit., p. 3.



their remarks. The effort made to alleviate the academic atmosphere was not too successful. Chairs had been placed in a circle and the meeting was held in a comfortable room, however, the group reaction to the leader appeared to be one of identification in which the leader was labeled "teacher" and the head nurses, "pupils."

An explanation of "identification" was asked for, because the meaning was not clear. This had been anticipated, therefore, a review of it was planned for this session.

Illustrations of labeling were contributed by some in the group such as: Going without a raincoat when the forecast was for fair weather. The weather had been labeled fair, but the label did not indicate the truth because the weather was cloudy and damp. The advertisement that states, "You will be glamorous if you wear this new shade of lipstick". Some people could never be glamorous, even though the advertising label stated they would be. One label that is generally tested is the sign, "wet paint". Often there is an inward compulsion to check this map.

Analysis of time utilized:

Lecture	- - - - -	60 minutes
Group discussion	- - - - -	30 minutes

#### IV. CLASS FOUR - BEHAVIOR

The objective for this session was:

1. To investigate the reason for behavior and thus try to change orientations; try to learn to be-

principles have more in terms of the facts and less in terms of the pictures that we bring to the fact situation.

Through informal discussion, behavior was defined as a reaction to a situation; it has reason and purpose. Verbal formulations of behavior, the group was told, are "identifications". The lecture further brought out that they may result from a silent assumption, a reaction to a person or situation that has never been orally stated. Role-playing was used for emphasis in demonstrating "identification".

The assumption a person has, both known and unknown ones, and the ability to understand why a person behaves as he does was presented next. The flannel board was used to clarify the statement that is made and not understood. The one not understanding the statement may become angry or merely say, "I don't understand". The illustration reminded the head nurses that a lack of understanding exists if the communicators "do not understand the premises of each other. Resentment was so intense that the advantages of the system

Resentment to change can be avoided by understanding the premises that brought about the change and verbalizing silent assumptions concerning the old system was the final thought for this session.<sup>5</sup>

Student response. The time spent in discussion was greater than the time spent by the leader in giving the

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<sup>5</sup>Ibid., p. 25 - 29.

principles. Sixty minutes were spent in discussion.

By using an informal approach, several problematical situations were brought to the group. These were discussed and possible solutions were volunteered. One member presented the problem she was having with a practical nurse, new to the nursing unit. The nurse aides were hostile to her, disrupting the work schedules. It would make little difference what her individual characteristics were, she had been labeled as a "bad practical nurse". The group decided that the nurse aides had identified her with a rumor that the practical nurses wanted to replace all nurse aides and was, therefore, a threat to their status and security. These assumptions may have been silent, therefore, the group advised the head nurses to go back and test the assumptions with the nurse aides to see if they would discuss it with her. Another problem brought before the group was the resentment to the new "patient-to-desk" communicating system. The resentment was so intense that the advantages of the system were not recognized. The silent assumptions discovered in this situation were varied: some felt the money should have been used for a greater need. Deeply impressed with the satisfaction of direct patient contact, the new system was bewildering to the personnel, while others felt it would mechanically eliminate some employees, and the role-playing situation was well accepted.



Analysis of time utilized:

Lecture - - - - - 40 minutes

Group discussion - - - - 50 minutes

## V. CLASS FIVE - EVALUATION

The objectives were:

1. To become aware that improper evaluations are the result of one's own reaction to words rather than facts.
2. To give the appropriate reaction in thought, word, and action to the facts as they are evaluated.

A discussion of the word "evaluation" started this session. It was pointed out that in an attempt to arrive at correct judgments, adequate evaluations must coincide with situations. "Underevaluations", it was pointed out, omit necessary details, overevaluations add to the context through word or action, and misevaluations, as the term implies, indicates that the situation was judged or appraised incorrectly.

Adequate and appropriate evaluations are made, it was explained, when the speaker checks facts carefully before making a statement. This fact was illustrated on the flannel board which illustrated the adequate and inadequate evaluation.<sup>6</sup>

Student response. The general response was greatly improved. The head nurses brought problems they had encountered

<sup>6</sup>Elwood Murray, The Speech Personality, (Chicago: J. B. Lippincott, 1944), pp. 513 - 536.

during the week. Instead of directing the questions to the leader, they were given to the group. The lecture period was shortened because of the indicated interest in talking together. Overtime group discussion - 40 minutes

A problem was cited concerning a nurse aide who overheard some doctors talking about one of the patients. Instead of checking the facts, the aide evaluated the conversation inadequately and gave the patient incorrect information concerning his illness. The patient, much upset, reported the incident to his doctor. The doctor, in anger, condemned the entire staff of that floor.

The nurses on another unit had a reprimand from another department because a patient had received his breakfast when he should have been fasting. The head of the department, instead of checking the facts, called the head nurses and said, "You have blundered again!" The mistake, however, was not with the nurses. The order to "withhold breakfast" had never been written.

The nurses recognized the "allness" and "identification" in these situations, as well as improper evaluations of the situations.

Because of the discussion of individual problems, the head nurses remained forty minutes after the class session. Although the entire group was dismissed, none left at the usual time and several expressed the desire to stay longer.

Analysis of time utilized:

Lecture - - - - - 20 minutes  
 Group discussion - - - - - 70 minutes  
 Overtime group discussion - - 40 minutes

#### VI. CLASS SIX - SUMMARY AND POST-TEST

Objectives for the last session were:

1. To summarize the premises presented.
2. To administer the post-test in as near the same environment as that in the pretest.

"Allness: the either or, all good or all bad, no thought of the shade between; was reviewed.

As a summary, general semantics was applied to counseling:  
 Group discussion - - - - - 20 minutes

1. Accept the person as he is, do not label him, remember you are to accept him without identifying him.
2. Listen to what he has to say. Try to find the premises from which he speaks.
3. Reflect his words and feelings. Help him verbalize his silent assumptions.
4. Constantly refer to the "fact-territory".
5. Remember your own limitations. Your own silent assumptions may decrease your own effectiveness.
6. Don't advise; help him to help himself.

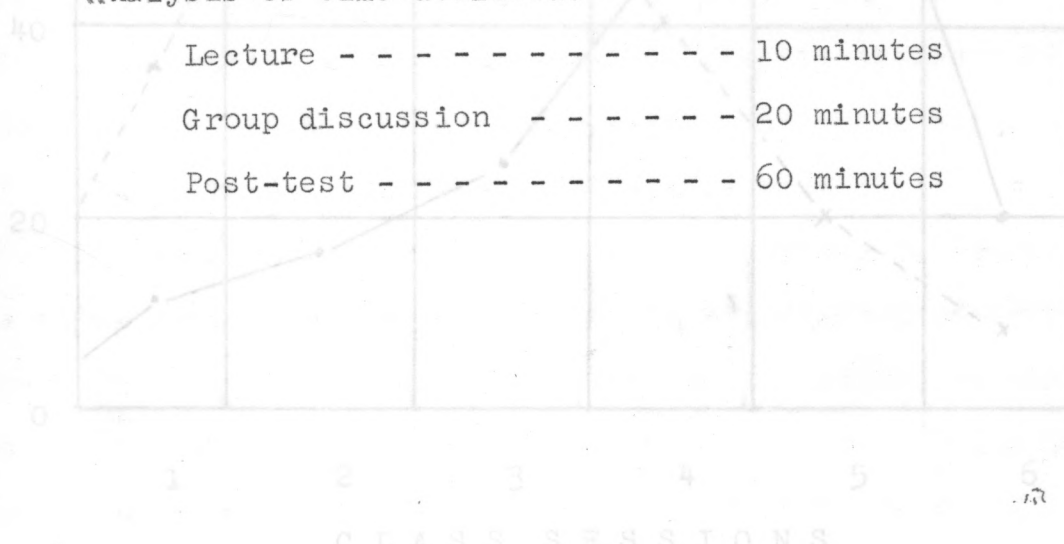
The post-test, or attitude judgment survey, was then administered to the group in an environment almost identical with that for the first test.

Student response. The head nurses were relaxed and eager to share their experiences, anxious to help each other with their daily problems. Interpersonal communications progressed with little help from the leader. Figure 1 graphically illustrates the increased time spent in group discussion and the decrease of time for the formal lecture.

In the closing few minutes of class, each head nurse stated her reactions to the sessions. It was the consensus of the group that the sessions should be continued in the fall and that a short lecture be included in each.

Analysis of time utilized:

Lecture - - - - -	10 minutes
Group discussion - - - - -	20 minutes
Post-test - - - - -	60 minutes



CLASS SESSIONS

FIGURE 1

COMPARISON OF TIME SPENT IN GROUP DISCUSSION AND  
FORMAL LECTURES

Code:      Group  
          discussion  
      ----lecture

## VII. ANALYSIS OF PRETEST AND POST-TEST DATA

Minutes

100

80

60

40

20

0

1

2

3

4

5

6

CLASS SESSIONS

FIGURE 1

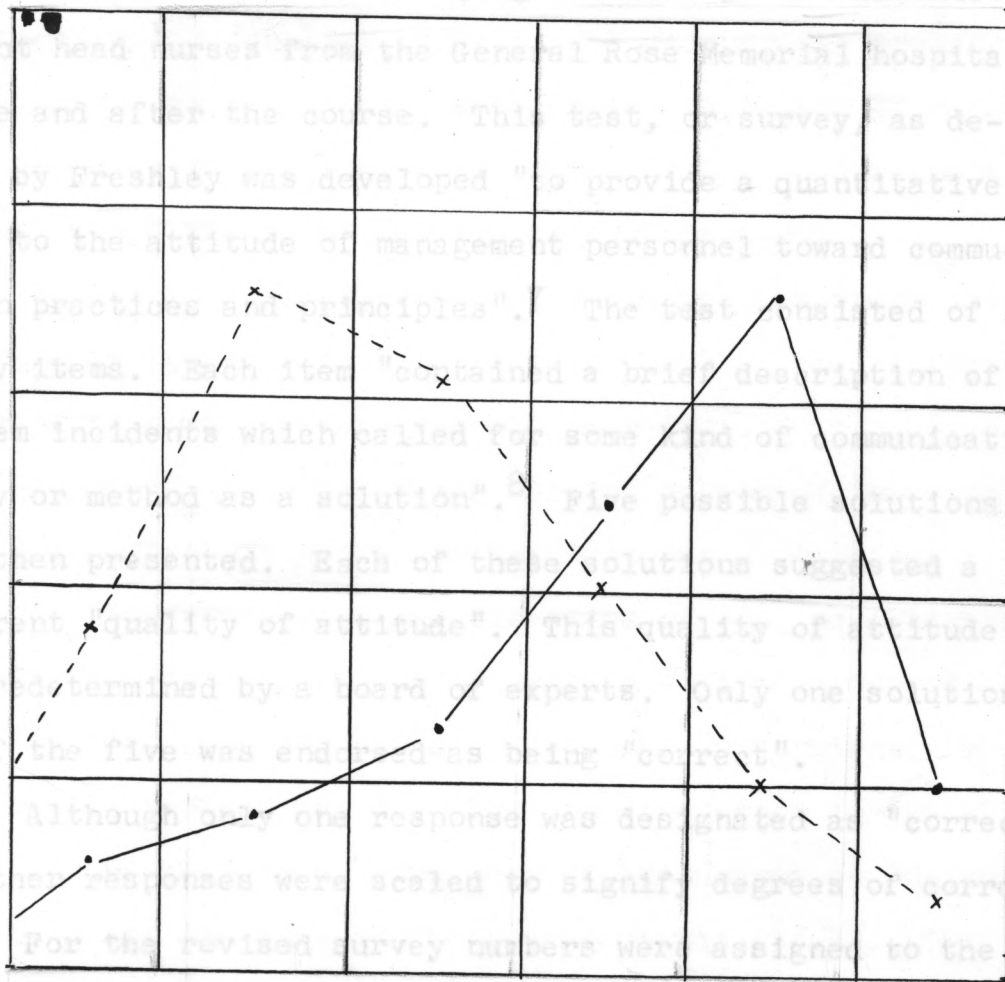
COMPARISON OF TIME SPENT IN GROUP DISCUSSION AND

FORMAL LECTURES

Dwight L. Freshley, "A Study of Attitudes of Industrial Management Personnel Toward Communication," Doctor's dissertation, the Ohio State University, August, 1955, p. 140.

<sup>8</sup>Ibid., p. 140.

Code: \_\_\_\_\_ Group discussion  
 -----lecture



## VII. ANALYSIS OF PRETEST AND POST-TEST DATA

The revised "attitude judgment survey" was administered to eight head nurses from the General Rose Memorial hospital before and after the course. This test, or survey, as devised by Freshley was developed "to provide a quantitative index to the attitude of management personnel toward communication practices and principles".<sup>7</sup> The test consisted of thirty items. Each item "contained a brief description of problem incidents which called for some kind of communication policy or method as a solution".<sup>8</sup> Five possible solutions were then presented. Each of these solutions suggested a different "quality of attitude". This quality of attitude was predetermined by a board of experts. Only one solution out of the five was endorsed as being "correct".

Although only one response was designated as "correct", the other responses were scaled to signify degrees of correctness. For the revised survey numbers were assigned to the responses, using the scale of the original test in which one represented the least correct solution to five which was the most correct. In this way a numerical grade could be assigned to each pre and post-test.

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<sup>7</sup>Dwight L. Freshley, "A Study of Attitudes of Industrial Management Personnel Toward Communication," Doctor's dissertation, the Ohio State University, August, 1955, p. 140.

<sup>8</sup>Ibid., p. 140.



The range mean, the standard deviation of the pretest and the post-test scores were computed. A comparison was then made of the "quality of attitude" made in the pretest and the post-test by examining the total responses of each participant as to the number of most "correct" solutions and the raw scores which indicate general improvement.

The scores on Table III represent the number of items which the respondents gave a "correct" or the "most desirable" answer on both the pretest and the post-test.

Recorded on Table IV are the raw scores of the survey. The highest possible score for the test was 14.8 points.

All students, with the exception of one, demonstrated by their test scores, an improvement in attitudes toward communication. One student's grade remained constant. The range on the pretest was 24 points as contrasted to the 18 points on the post-test. The mean of the scores on the pretest was 128.25 and the mean of the post-test was 136.37. This represents an increase of 8.12.

The standard deviation for the post-test indicated the group to be more homogenous than it was for the pretest. The standard deviation for the pretest was 6.652 and for the post-test it was 5.66. There were no extreme scores to influence the standard deviation.

Determined by the pre and post-testing, the scores indicated an improvement in "attitude qualities" after the introduction of the variable factor, "general semantic basic premises", in the experiment.

TABLE III

TOTAL CORRECT SOLUTIONS OF 8 GENERAL ROSE MEMORIAL  
HOSPITAL HEAD NURSES ON A PRE-TEST AND POST-TEST  
"ATTITUDE JUDGMENT SURVEY"

Head Nurse Code Number	Pre-test	Post-test
32	22	24
33	19	24
34	14	23
35	16	22
37	18	19
38	20	20
39	18	23
40	15	17

## VIII. BACKGROUND OF THE PARTICIPANTS

The majority of the nine people who filled the head

TABLE IV  
RAW SCORES MADE BY 8  
GENERAL ROSE MEMORIAL HOSPITAL HEAD NURSES  
ON THE "ATTITUDE JUDGMENT SURVEY"

Head Nurse Code Number	Pretest	Post-test
32	141	141
33	129	138
34	117	141
35	126	139
37	131	133
38	133	136
39	129	140
40	120	123

months, (Figure 3).

The information concerning each participant was obtained from a fact sheet filled out by each at the time of the pretest.

### VIII. BACKGROUND OF THE PARTICIPANTS

The majority of the nine people who filled the head nurse positions at the General Rose Memorial Hospital were represented in the age group from twenty to twenty-nine, (Figure 2). All were graduates of three year hospital, diploma type programs. One head nurse had completed two years of college, working toward a Bachelor of Science Degree in Nursing; one had completed a post-graduate course in operating room technique and a course in ward teaching and administration, while another had taken a course in advanced medical nursing. The nurses had been in their respective positions from six weeks to five years and two months, (Figure 3).

The information concerning each participant was obtained from a fact sheet filled out by each at the time of the pretest.

AGE DISTRIBUTION OF THE NINE HEAD NURSES  
OF THE GENERAL ROSE MEMORIAL HOSPITAL  
1957

Number of  
Number of  
Head Nurses

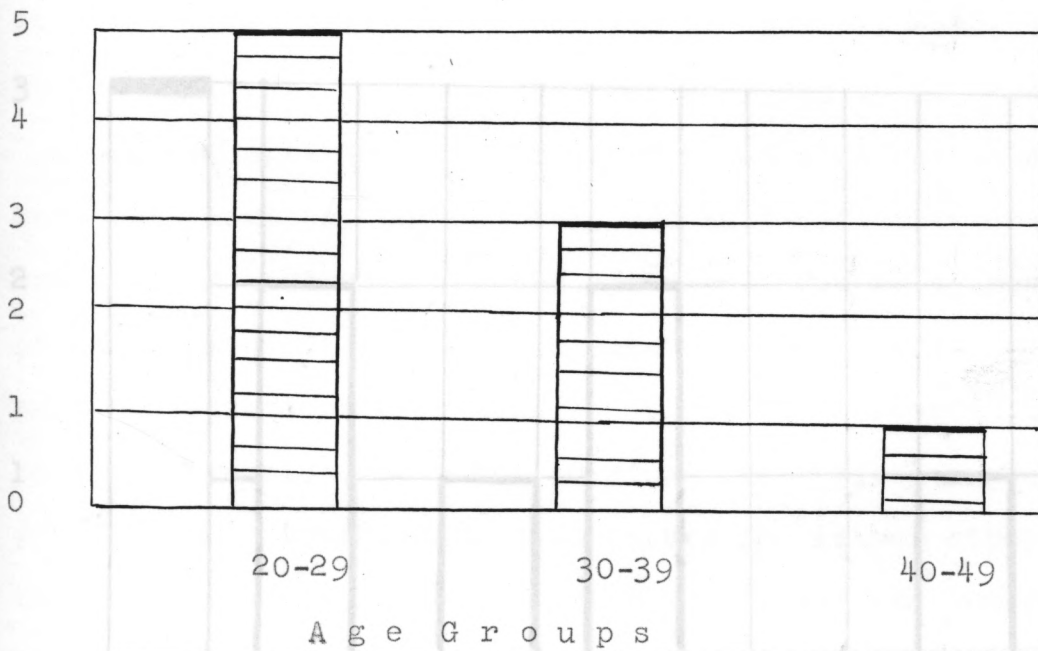


FIGURE 2

AGE DISTRIBUTION OF THE NINE HEAD NURSES  
OF THE GENERAL ROSE MEMORIAL HOSPITAL  
1957

NUMBER OF YEARS PARTICIPANTS EMPLOYED AS HEAD NURSES AT  
GENERAL ROSE MEMORIAL HOSPITAL  
1957

## CHAPTER V

## SUMMARY AND RECOMMENDATIONS

In response to the growing concern for effective communication encountered in the modern hospital, this study was designed to discover a method that would improve attitudes of the hospital head nurses toward communication.

A short introductory course in "general semantics"

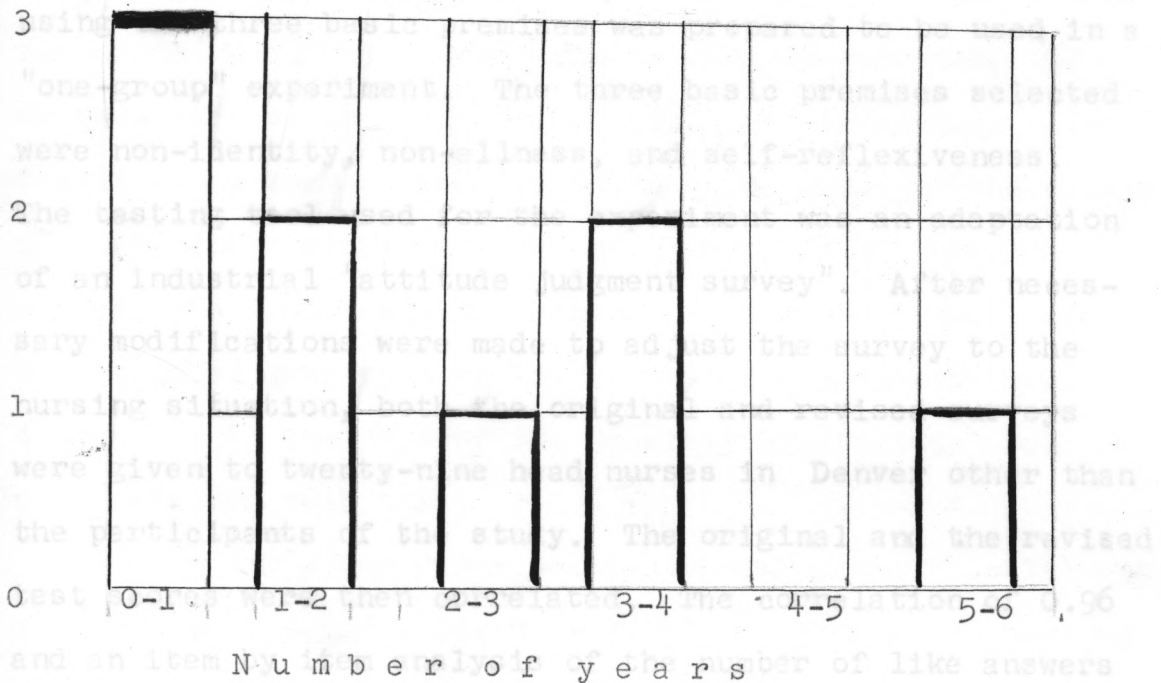


FIGURE 3

NUMBER OF YEARS PARTICIPANTS EMPLOYED AS HEAD NURSES AT  
GENERAL ROSE MEMORIAL HOSPITAL

Eight head nurses at the General Rose Memorial Hospital,

1957

a large metropolitan hospital, participated in the study as part of their in-service education program. In a controlled situation the revised "attitude judgment survey" was admini-



stered to the group. The short introduction to "general semantics" was given in CHAPTER V

Group discussions were used as a method of applying the premises of general semantics to every day problems. Flannel board

In response to the growing concern for effective demonstrations and role-playing were both used for emphasis. communication encountered in the modern hospital, this study sought to discover a method that would improve attitudes of the hospital head nurses toward communication.

A short introductory course in "general semantics" using the three basic premises was prepared to be used in a "one-group" experiment. The three basic premises selected were non-identity, non-allness, and self-reflexiveness. The testing tool used for the experiment was an adaptation of an industrial "attitude judgment survey". After necessary modifications were made to adjust the survey to the nursing situation, both the original and revised surveys were given to twenty-nine head nurses in Denver other than the participants of the study. The original and the revised test scores were then correlated. The correlation of 0.96 and an item by item analysis of the number of like answers on both surveys were used as measures of assurance that the original reliability of the test was not altered.

Eight head nurses of the General Rose Memorial Hospital, a large metropolitan hospital, participated in the study as part of their in-service education program. In a controlled situation the revised "attitude judgment survey" was admini-

stered to the group. The short introduction to "general semantics" was given in nine hours over a period of six weeks. Group discussions were used as a method of applying the premises of general semantics to every day problems. Flannel board demonstrations and role-playing were both used for emphasis.

Part of the last session was used for the administration of the post-test in the controlled environment of the pretest.

Although only one response was designated as "correct" on the original "attitude judgment survey", the other responses were scaled to permit degrees of correctness. To facilitate a number grade, a point value equal to the degree of correctness determined by the experts on the original survey, was assigned each response. The range, mean, and the standard deviation of the pretest and post-test were computed. An analysis of the "quality of attitude" was then made for each test.

The raw score range on the pretest was 117 to 141 and on the post-test from 123 to 141. Each head nurse improved her score with the exception of one. The mean of the total possible points of 147 was 1.28.25 on the pretest compared to 136.37 on the post-test. This is an improvement of 812 points. An analysis of the standard deviation shows a lower standard deviation for the post-test (5.66) than for the pretest (6.65) which indicates a more homogenous group at the end

of the course.

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be improved through the implementation of "general semantics",  
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it is recommended that:

1. A more comprehensive study of "general semantics"  
be used to improve the attitudes of all nursing  
personnel toward communication.
2. "General semantics" should be integrated through-  
out the basic nursing curriculum.
3. Communication workshops on "general semantics"  
applied to nursing be planned through universities.

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Code No. \_\_\_\_\_

April 1957

I need your help in a research problem on communications. When this study is completed you may have a report if you so desire. You may find that your own cooperation in this survey is its own stimulating reward.

All information is confidential. Do not write your name on any of the sheets. When the study is completed a report of its findings will be available for you in the nursing office. You will be able to identify your score by a code number you alone will know. This number is on all of your papers -- be sure you remember it.

Please complete the following information about yourself.

1. Hospital \_\_\_\_\_

## APPENDIX A

2. Position \_\_\_\_\_

Personal History Sheet

3. Length of time \_\_\_\_\_  
Directions for Attitude Judgment Survey

Original Attitude Judgment Survey

4. Average census \_\_\_\_\_  
Revised Attitude Judgment Survey Service

Expert Key

5. Number of papers \_\_\_\_\_  
Detailed Lesson Plans

Item Responses of Twenty-nine

6. Educational background \_\_\_\_\_  
Head Nurses

Item Responses of General Rose

High School Memorial Hospital Head Nurses

Nursing School (check one) -- Year Graduated \_\_\_\_\_

3 year hospital diploma \_\_\_\_\_

4 year collegiate \_\_\_\_\_

5 year collegiate \_\_\_\_\_

Advanced Degree (specify) \_\_\_\_\_

Year \_\_\_\_\_

Other \_\_\_\_\_

7. Age (check one)

20-29 \_\_\_\_\_ : 30-39 \_\_\_\_\_ : 40-49 \_\_\_\_\_ : 50-59 \_\_\_\_\_ : 60-69 \_\_\_\_\_

8. Check courses taken since high school -- add any not listed.

Microbiology

Anatomy and Physiology

Chemistry

Psychology

Sociology

History of Nursing

Professional Adjustments I

Professional Adjustments II

Nutrition

Materia Medica

Medical Nursing

Surgical Nursing

Obstetric Nursing

Pediatric Nursing

Psychiatric Nursing

Public Health Nursing

Other: \_\_\_\_\_

April 1957

A

All information is confidential. Do not write your name on any of the sheets. When the study is completed a report of its findings will be available for you in the nursing office. You will be able to identify your score by a code number you alone will know. This number is on all of your papers -- be sure you remember it.

Please complete the following information about your  
Listed below are a series of items concerned with various

- |             |                |  |
|-------------|----------------|--|
| High School | Year Graduated |  |
|-------------|----------------|--|

Nursing School (check one) -- Year Graduated

3 year hospital diploma

4 year collegiate

5 year collegiate

Advanced Degree (specify)

Year

Other

7. Age (check one)

8. Check courses taken since high school -- add any not listed.

Other:

Anatomy and Psychology

Chemistry

Psychology

Sociology

History of Nursing

Professional Adjustments I

Professional Adjustments II

Nutrition

Materia Medica

Medical Nursing

# Surgical Nursing

# Obstetric Nursing

# Pediatric Nursing

Psychiatric Nursing

Public Health Nursing

We all communicate many times in many ways each hour. Executives are getting more interested every day in these communications. They are asking what are the best principles of communication known and whether or not administrative personnel practice them. Some answers to such questions require careful survey and evaluation or judgment about such principles.

All answers are confidential. Do not write your name on these papers. Please fill in the general information items on the answer sheet concerning name of hospital, length of service, etc.

### DIRECTIONS

Listed below are a series of items concerned with various kinds of communication. An incident involving communication is described. Then five responses are listed which might be used in discussing the situation. We ask you to check these statements from the point of view of best communication policy.

Putting yourself in the position of the key executive in each item, you are to choose the one statement you think is the strongest or most desirable.

Example:

1. Miss Sinclair, the operating room supervisor, was called in by the director of nurses and reprimanded for allowing the employees to arrange vacations to suit themselves.

"Even though it isn't on the books, I told you that employees vacations must be arranged strictly according to operations scheduled."

1. The director of nurses should have sent a memo to the supervisor around vacation time.

2. Having been told orally should have been sufficient.

3. The supervisor should have enough top management interest to double check.

4. A written record should be kept of all important statements of policy.

5. It makes little difference whether a policy of this type is written or given orally.

In the above example, alternative 4 is thought to be the strongest choice and the response would be recorded like this X 4.

1. Nathan, a usually reliable night foreman, had needed reprimanding for several weeks. The day shift reported many safety guards left off the machines after the night shift finished. The plant supervisor, who was in Nathan's department on another matter was talking to him near his men who were lined up ready to punch out. Would it be a good policy to chew him out then and there

- \_\_\_ 1. Time and place of communication should be disregarded when employees' lives are at stake.
- \_\_\_ 2. A communication has an inherent meaning and will be responded to as such regardless of when and where it takes place.
- \_\_\_ 3. Nathan's carelessness demanded at least a public reprimand.
- \_\_\_ 4. Management should be concerned about maintaining the prestige of its foreman as well as the safety of workers.
- \_\_\_ 5. Time and place of reprimands are important parts of its meaning and should be carefully selected.

2. Lehman, the yard boss, instructed the young unloading crew at 3:00 p.m. that ten more trucks of wheat were coming in late and would have to be unloaded into the grain elevator that day. Not knowing that the wheat was damp when threshed, the crew didn't bother to treat it before storage. Spontaneous combustion resulted and the crop was lost.

- \_\_\_ 1. Management should expect workers to think for themselves and carry out orders effectively.
- \_\_\_ 2. Management should expect workers to ask questions to make sure orders are complete.
- \_\_\_ 3. Both workers and yard boss were guilty of poor communication practice.
- \_\_\_ 4. Supervisors always have more responsibility in seeing that an instruction is complete than do subordinates.
- \_\_\_ 5. Supervisors should provide subordinates not only with essential information, but with whatever background which will help them function intelligently.

3. Ayers Company had been having too many errors by stock handlers in transposing stock numbers from the bin labels to the orders. The system was less than adequate, but the workers were indifferent and the supervisors were satisfied that a certain number of errors must be made. A minimum amount of communication passed between workers and supervisors.

- \_\_\_ 1. Either management or workers should initiate some kind of suggestion to improve the situation.
- \_\_\_ 2. The workers should better their own condition and offer suggestions as to how the situation could be remedied.
- \_\_\_ 3. Management should demand better efficiency by means of a memo from the front office.
- \_\_\_ 4. Management should be more concerned not only with needless errors, but what the reasons are for worker indifference.



- \_\_\_\_\_ 5. Both management and workers should ask more questions of each other to improve this situation.
- \_\_\_\_\_ 4. Ollie, the personnel manager, was talking to an employee who commented in passing that if management thought it could get him on its side by printing his baby's picture in the news bulletin, it had another "think" coming.
- \_\_\_\_\_ 1. It's futile for management to court loyalty by such personal techniques.
- \_\_\_\_\_ 2. Management must expect some employees to gripe about something.
- \_\_\_\_\_ 3. Management must expect that normally employees will assume the communications of management is in its own self interest.
- \_\_\_\_\_ 4. Such a stupid remark didn't deserve further thought.
- \_\_\_\_\_ 5. Such a remark shouldn't be taken one way or another.
- \_\_\_\_\_ 5. Louis, the first line supervisor of plant services seemed to be reluctant about seeking cooperation from his men in moving the plant cafeteria, since he hadn't been informed of the intended move decided upon at a high level conference.
- \_\_\_\_\_ 1. Timing of the announcement to a supervisor of work to be done should make little difference to the men in their cooperation.
- \_\_\_\_\_ 2. Supervisors must be made to feel that they are taken into the confidence of management.
- \_\_\_\_\_ 3. Asking Louis, right after the decision to make the change was made, would have assured cooperation from his men at the later date.
- \_\_\_\_\_ 4. The fewer people brought in on decisions to make changes like this the less confusion results.
- \_\_\_\_\_ 5. The supervisor should be glad he isn't bothered until the job order is ready to go.
- \_\_\_\_\_ 6. Blanchard, the industrial relations director, prided himself in adjusting his communications to the people he talked to. In fact, in explaining the new pension plan to numerous employees, individually and in small groups, he would start his conversation, "In your language . . ." The plant supervisor reported to Blanchard that there was considerable ill will toward him.
- \_\_\_\_\_ 1. Somebody is always going to gripe so it doesn't really make too much difference who talks to whom or how.
- \_\_\_\_\_ 2. Management should learn the technique of downward communication without talking down to employees.
- \_\_\_\_\_ 3. If management is to maintain workers respect, it must talk to employees.
- \_\_\_\_\_ 4. Management should feel encouraged that at least one of its representatives is conscious of the communication problem.
- \_\_\_\_\_ 5. Management should not allow the industrial relations man to explain company policy to individual employees.

7. The top executive staff was putting the final touches on a company reorganization plan. It was decided that the only information released to the workers would be the effective date of the reorganization and the decision that the company was staying in the same location.

- \_\_\_ 1. It doesn't matter how much confidential information you tell to whom at what time, somebody's always going to feel slighted.
- \_\_\_ 2. Management may withhold some information from workers on the theory that knowledge is power.
- \_\_\_ 3. Management must always be careful about letting out confidential information, lest someone will jeopardize well laid plans.
- \_\_\_ 4. Workers have as much right to know about changes affecting their future as management personnel.
- \_\_\_ 5. Taking the employees into top management confidence would assure better cooperation in the reorganization set-up.

8. "Boy, that Charlie sure gets the most out of his men."  
"Yeah, he's one supervisor that knows how to get along with people."

- \_\_\_ 1. When people like you they work hard for you.
- \_\_\_ 2. Charlie studied efficiency methods until he could direct every move his people were going to make.
- \_\_\_ 3. Having taken a course on how to win friends and influence people, could be the reason for Charlie's success.
- \_\_\_ 4. Understanding reasons behind behavior results in attitudes which promote Charlie's efficiency.
- \_\_\_ 5. Being a good fellow isn't enough to win Charlie's employees to him.

9. Gladys K. had worked for the Aetna Insurance Company for six months and had become a key worker in her department. The other girls respected her and followed her leadership. Up to this time she heard nothing about a raise and she had been led to believe in employee school that her job called for a higher salary grade after four months. Remembering also from school that her boss was the person who was responsible for the adjustment, she burst into his office and demanded to know why she hadn't been treated like the rest.

- \_\_\_ 1. The best form of communication here would be for the boss to lecture to her for ten minutes on employee responsibility.
- \_\_\_ 2. The best communication would be to fire Gladys on the spot.
- \_\_\_ 3. The most persuasive and meaningful form of communication here would be action on the salary.
- \_\_\_ 4. The boss should appeal to her understanding that he is human and also makes mistakes.
- \_\_\_ 5. The boss should let this be a kind of catharsis for Gladys and let her talk it out.



10. In an executive training program the discussion got around to face-to-face communication. It was lauded as being a most worthy method. Jorgensen, a young executive, maintained it was ineffective in many cases, citing the example of an associate who went out into the plant and tried to be friendly with the employees and got a cold response.

1. Face-to-face contact is too direct for employees to handle; other means of getting to them should be used.
2. No matter how hard you try, you're going to get employee resentment from most overtures by management.
3. An executive should be aware of the difficulties subordinates have in accepting his approaches easily.
4. The executive and the employee have equal responsibility in making face-to-face communication work.
5. Executives should choose a time for face-to-face communication when relation between management and labor are at their best.

11. In the interest of safety and economy, management began clamping down in certain areas in the company. Because towels and lounges were sometimes burned in the girl's wash room, a memorandum was issued forbidding smoking in these rooms. This caused much resentment among the women employees and they registered a complaint to the management who ignored it. Several weeks later when invitations were sent out to employees requesting attendance at a company picnic, few employees even returned the reply card.

1. Women usually play hard to get when antagonized so lack of upward communication shouldn't bother management.
2. Ignoring upward communication is a good way of disciplining uncooperative employees in this case.
3. Employees should be given a choice in whether or not they want to conform to safety fire regulations.
4. One of the strongest deterrents to upward communication is the failure to act on undesirable conditions previously brought to its attention.
5. Management has to ignore certain unsavory conditions in the interest of safety even if upward communication is disrupted.

12. The executive board was discussing a plan to expand facilities for employees to communicate with their supervisors. Barton, who presented the plan, suggested that suggestion boxes be placed in each department, an employee forum be held once a month, and interviews be scheduled with employees.

1. Employees probably have enough to do working at their jobs without adding staff communication demands on them.
2. The greater the opportunities for upward communication, the greater the encouragement for the employee to communicate.
3. Employees would become immediately suspicious if such a plan were implemented and would clam up all the more.

- \_\_\_ 4. Such a plan would indicate management's interest in the employee and perhaps he would at least confide in management during interviews.
- \_\_\_ 5. Techniques are no substitute for showing interest by a pay raise which is the best way to encourage employees to communicate upward.

13. Thorndike, the plant manager, had begun weekly informal lunch conferences to which he was inviting a foreman and three of his subordinates. Sewell, an assistant foreman was enthusiastic. "Man, will I tell him what I think of this lousy inspection idea of his!" His boss Wilson restrained him, "Aren't you ever going to learn that you just don't go around arguing with the plant manager."

- \_\_\_ 1. Sewell's interest in expressing his arguments and having them listened to would indicate that he is overly aggressive.
- \_\_\_ 2. A communicator in a democratic society is wise if he tells his boss just what he thinks.
- \_\_\_ 3. Even though Thorndike is using a democratic procedure, he probably should react to argument in a manner indicating his authority.
- \_\_\_ 4. A successful communicator in a democratic society will acknowledge and respect diversity of argument and opinion.
- \_\_\_ 5. A communicator should remember that diversity of argument and opinion is all right as long as it isn't contrary to the boss.

14. Harper, a former night newspaper editor, was hired on a trial basis by management executives to organize a communication program which would include a semi-monthly plant paper, bulletin board, suggestion box, etc. Three months produced little change in worker morale. Management was planning to abandon the position.

- \_\_\_ 1. If a communication program is to be effective, it must have the blessing, encouragement, and cooperation of the front office.
- \_\_\_ 2. If communications programs can't begin to show some results in three months, then the communication director should be fired.
- \_\_\_ 3. The effectiveness of a communications program cannot be evaluated on the basis of a three months effort.
- \_\_\_ 4. Management should expect a communications program to do its job effectively regardless of top management's attitude toward men.
- \_\_\_ 5. Management must assume the failure was partly due to incompetence of the editor and partly to management.

15. Hunt, the industrial relations director, was talking to Ramsey the plant manager over a cup of coffee. "Yes, sir, this company is really communications conscious." "Oh," replied Ramsey, "I hadn't noticed."

having coffee with several of the employees and when the subject got around to the retirement income, one of the men asked, "Yesh, Mr. Upshaw, how does this thing work."

- \_\_\_ 1. Communications are relatively unimportant so neither awareness nor implementation of them matters greatly.
- \_\_\_ 2. Employees should be satisfied to know they have a progressive management that is aware of employee communication needs.
- \_\_\_ 3. A common omission in management programs is the appreciation of a communication need without implementing the necessary program to meet the need.

16. Henderson Company had a long tradition of business like sounding letters coming from its offices. President J. G. was convinced that business writing should reflect a legal, official tone which the venerable institution of commerce deserved. His company had been successful and no little credit was given to this prestige which the writing afforded. Other executives coming in were trying to modify the style.

- \_\_\_ 1. Occupying a unique place in American development, business writing should reflect a unique trademark.
- \_\_\_ 2. Business should model its writing on the best speech of working people rather than on the language of the courtroom.
- \_\_\_ 3. If the business is successful, don't tamper with the approach of business writing.
- \_\_\_ 4. The importance of business writing has been greatly exaggerated since it makes little difference in the total execution of business.
- \_\_\_ 5. Business should always be sensitive to needed changes of style in business writing.

17. The industrial engineer had submitted a plan for rearranging the desks, files, etc., in a large receiving department office. The superintendent and the office manager met with the engineer on Saturday morning, his only chance with free time. The plan was acceptable to them and so as not to lose valuable time, a labor crew was brought in that week-end to make the necessary changes.

- \_\_\_ 1. The engineer's efficient plans will be readily acceptable by the working staff who will realize it's for their benefit.
- \_\_\_ 2. People who feel that they have taken part or had a say in a decision are much more likely to go along with it enthusiastically.
- \_\_\_ 3. Valuable suggestions might have been forthcoming from the staff.
- \_\_\_ 4. Since much haggling usually goes on about these kinds of change, it's best that the workers aren't bothered.
- \_\_\_ 5. Whether invited to participate or not, some workers will be dissatisfied.

18. At the Monday morning staff meeting, the industrial relations assistant reported that the latest booklet on the Company's retirement income plan was meeting with much success. Wednesday, Upshaw, the industrial relations director, was having coffee with several of the employees and when the subject got around to the retirement income, one of the men asked, "Yeah, Mr. Upshaw, how does this thing work."



1. The assistant probably did a good job on the booklet but the employees just didn't take the time to understand it.
2. After talking to the employees, the industrial relations director should discount some of his assistant's report.
3. To get a clear picture of the effects of its communication, top management need not only reports from assistants but direct reports from employees.
4. Both assistants and employees are going to slant their evaluations of communications so it doesn't matter which furnished the data.
5. An assistant is paid for this kind of job and his report on the effects of communication is probably quite reliable.

19. Engle, a member of the pipe fitter crew, was complaining to supervisor Blanchard, "What's the story, boss I'm sittin' in the Black Swan last night with Bill Sachs and outa the blue he says, 'Say, I hear by way of the up-stairs superintendent that you're bein' moved out on the drip truck next week.' This is a fine time to tell me. I thought Tony and and me was stayin' inside. I might as well get my orders from old B.D. (the president).

1. Workers expect to receive information from the downward grapevine so that respect for formal channels is lost by rumors.
2. Workers who are in the habit of receiving most company information from their boss will become upset if they begin to get it elsewhere.
3. The worker's respect for downward communication channels is influenced by the extent to which the supervisor receives and transmits information before the subordinate gets it elsewhere.
4. A worker will question downward communication channels no matter whom he hears the information from because of his general attitude toward the tradition of business and industry.
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1. A company like this need worry little about their communication problems.
2. If the department heads agree that good communications exist it probably does.
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- \_\_\_ 5. The personnel director is the member of the management team in the best position to know the quality of communication in the plant.

21. Rutledge, the vice president in charge of industrial relations, came back from a conference all enthusiastic about a communications program. He presented a plan at staff meeting.

"I think we can improve our communication in this plant 100 per cent if we put these items into operation. The plant paper should be semi-monthly, instead of monthly; letters should be sent to employees homes; bulletin boards employed in all departments; employee forums instituted; and we should have an open house for the families of the workers. These methods should keep communication flowing upward as well as down. And I'll have to work on the horizontal communication next meeting."

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23. Somebody in the enamelling room of the washing machine tub factory is slowing down the piecework production. Jack, a worker in the room, is said to know who it is and why. He is called in by the first line supervisor.

- \_\_\_ 1. There is no way to tell whether or not it will be helpful to ask a fellow employee to confide in the supervisor.

2. The supervisor should attempt to get the information he needs from the union representative.
3. A clever supervisor should be able to trick the employee into giving him the information he wants.
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1. Management could best solve this problem only by making better use of the plant paper.
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27. The coffee hour, in which several at a time from the division were to go out, became a social hour for the whole division at the same time. The office manager posted a schedule of which members of the division were to leave at what time. He felt they were still getting as much time and that he was doing them a favor by relieving the congestion at the cafeteria. When considerable griping occurred he called the division together and repeated his order.

1. Repetition of the order would dispel most of the griping.
2. Repetition is good only when the communicator is sure of his response.
3. Repeating the order would demonstrate he means business and help gain the respect of his office staff.
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28. Ackerman was a conscientious foreman and eager for advancement. He caused Garrison, the plant manager, no trouble and always turned in reports of satisfactory conditions in his department. Lately, however, rumors reached Garrison that there was considerable unrest among certain workers in Ackerman's department.

1. The plant manager should appreciate not being bothered by every worker conflict in the plant (through foreman reports).
2. If Ackerman wants to get ahead, he should report upward only the features of the situation which will create a favorable impression.
3. Subordinates should find the middle ground and report bad as well as good news if they are to maintain the support of supervisors.
4. A conscientious foreman will probably be able to solve his own problems and shouldn't have to report unfavorable conditions.
5. To win supervisor's recommendations, subordinates should demonstrate their ability to spot troubles or potential troubles and should report them at once.

29. Koldar, the foreman, had to go out of the plant for a couple of hours and instructed Mathews, his assistant, to start the crew on a rush order the second hour. Mathews got involved in something else and failed to issue the instruction. The rush order was started late and Koldar was severely reprimanded. When he saw Mathews, he demanded "Whaddya trying to do, have me fired."

- \_\_\_ 1. When a subordinate fails to carry out such a simple instruction we must conclude that he probably did it to get an unliked boss in trouble.
- \_\_\_ 2. It's good policy for a foreman to handle all important orders himself.
- \_\_\_ 3. An assistant who is neglectful in this manner should have a strong public reprimand.
- \_\_\_ 4. We ordinarily should not infer that failures in communication are intentional.
- \_\_\_ 5. When communication fails at times like these, a good foreman will discharge the person responsible to keep it from happening again.

30. Personnel staff members were emptying the contents of the complaint boxes from the various departments. "Ah," exclaimed Lowell, "Not a single complaint. All's well at the front." "Year," contributed Herb, "last month when I got that beef about the lighting in Department B, I knew we had unrest in the plant."

- \_\_\_ 1. Too much worker communication is evaluated by management in too much of a hurry.
- \_\_\_ 2. Anonymous complaints in suggestion boxes are nothing to worry about.
- \_\_\_ 3. The obvious interpretation of the fact that no complaints were made is that workers are satisfied and happy.
- \_\_\_ 4. Most workers have learned that the best way to communicate with management is through their own representative.
- \_\_\_ 5. Management must be able to evaluate worker communication quickly to keep pace with them.

3. Central Supply had been having too many errors in oxygen charges from the floors. The system was less than adequate, but the workers were indifferent and the supervisors were satisfied that a certain number of errors must be made. A minimum amount of communication passed between workers and supervisors.

- \_\_\_ 1. Either supervisor or workers should initiate some kind of suggestion to improve the situation.
- \_\_\_ 2. The workers should better their own condition and offer suggestions as to how the situation could be remedied.
- \_\_\_ 3. The supervisor should demand better efficiency by means of a memo from the nursing office.
- \_\_\_ 4. The supervisor should be more concerned not only with needless errors, but what the reasons are for worker indifference.

1. Mrs. Nathan, a usually reliable night nurse had needed reprimanding for several weeks. The day shift reported many side rails left down after the night shift finished. The supervisor who was on Mrs. Nathan's floor on another matter was talking to her near the other nurses who were ready for morning report. Would it be a good policy to "chew her out" then and there.

- \_\_\_ 1. Time and place of communication should be disregarded when patients' safety are at stake.
- \_\_\_ 2. A communication has an inherent meaning and will be responded to as such regardless of when and where it takes place.
- \_\_\_ 3. Mrs. Nathan's carelessness demanded at least a public reprimand.
- \_\_\_ 4. The supervisor should be concerned about maintaining the prestige of its nurses as well as the safety of patients.
- \_\_\_ 5. Time and place of reprimands are important parts of its meaning and should be carefully selected.

2. Miss Lehman, the central supply supervisor, instructed the afternoon shift at 3:00 p.m. that the formulas were late coming in from the dietary department and they would have to autoclave them. Not knowing that half of the formulas were made of lactic acid, the personnel autoclaved the entire lot. The lactic acid formulas were ruined.

- \_\_\_ 1. The supervisor should expect workers to think for themselves and carry out orders effectively.
- \_\_\_ 2. The supervisor should expect workers to ask questions to make sure orders are complete.
- \_\_\_ 3. Both workers and supervisor are guilty of poor communication practice.
- \_\_\_ 4. Supervisors always have more responsibility in seeing that an instruction is complete than do subordinates.
- \_\_\_ 5. Supervisors should provide subordinates not only with essential information, but with whatever background which will help them function intelligently.

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5. Both supervisor and workers should ask more questions of each other to improve the situation.

4. Mrs. Drew, the director of nurses, was talking to an employee who commented in passing that if the administrator thought he could get her on his side by printing her baby's picture in the news bulleting, he had another "think" coming.

1. It's futile for administration to court loyalty by such personal techniques.

2. Administration must expect some employees to gripe about something.

3. Administration must expect that normally employees will assume the communication of administration is in its own self interest.

4. Such a stupid remark didn't deserve further thought.

5. Such a remark shouldn't be taken one way or another.

5. Mrs. Lewis, the first south head nurse, seemed to be reluctant about seeking cooperation from her personnel in moving the hospital cafeteria, since she hadn't been informed of the intended move decided upon at a department head meeting.

1. Timing of the announcement to a head nurse of work to be done should make little difference to the people in their cooperation.

2. Head nurses must be made to feel that they are taken into confidence of administration.

3. Asking Mrs. Lewis, right after the decision to make the change was made, would have assured cooperation from her people at the later date.

4. The fewer people brought in on decisions to make changes like this, the less confusion results.

5. The head nurse should be glad she isn't bothered until the change is ready to go.

6. Mrs. Blanchard, assistant director of nurses, prided herself in adjusting her communications to the people she talked to. In fact, in explaining the new pension plan to numerous employees, individually and in small groups, she would start her conversation, "In your language.....". The administrator reported to Mrs. Blanchard that there was considerable ill will toward her.

1. Somebody is always going to grip so it doesn't really make too much difference who talks to whom or how.

2. Administrative people should learn the technique of downward communication without talking down to employees.

3. If administration is to maintain workers respect, it must talk to employees.

4. Administration should feel encouraged that at least one of its representatives is conscious of the communication problem.

5. Administration should not allow the assistant director of nurses to explain hospital policy to individual employees.



7. The top executive staff was putting the final touches on a hospital reorganization plan. It was decided that the only information released to the workers would be the effective date of the reorganization and the decision that the hospital was staying in the same location.

1. It doesn't matter how much confidential information you tell to whom at what time, somebody's always going to feel slighted.
2. Administration may withhold some information from workers on the theory that knowledge is power.
3. Administration must always be careful about letting out confidential information lest someone jeopardize well laid plans.
4. Workers have as much right to know about changes affecting their future as administrative personnel.
5. Taking the employees into top administration confidence would assure better cooperation in the reorganization set-up.

8. "Boy, that Miss Charles sure gets the most out of her people." "Yeah, she's one supervisor that knows how to get along with people."

1. When people like you they work hard for you.
2. Miss Charles studied efficiency methods until she could direct every move her people were going to make.
3. Having taken a course on how to win friends and influence people could be the reason for Miss Charles' success.
4. Understanding reasons behind behavior results in attitudes which promote Miss Charles' efficiency.
5. Being a "good fellow" isn't enough to win Miss Charles' employees to her.

9. Gladys K. had worked for the Central Supply for six months and had become a key worker in her department. The other girls respected her and followed her leadership. Up to this time she heard nothing about a raise and she had been led to believe in orientation that her job called for a higher salary grade after four months. Remembering also from orientation that her boss was the person responsible for the adjustment, she burst into her office and demanded to know why she hadn't been treated like the rest.

1. The best form of communication here would be for the boss to lecture to her for ten minutes on employee responsibility.
2. The best communication here would be to fire Gladys on the spot.
3. The most persuasive and meaningful form of communication here would be action on the salary.
4. The boss should appeal to her understanding that she is human and also makes mistakes.
5. The boss should let this be a kind of catharsis for Gladys and let her talk it out.

4. Such a plan would indicate administration's interest in the employee and perhaps he would at least confide in administration during interviews.

10. In a supervisory training program the discussion got around to face-to-face communication. It was lauded as being a most worthy method. Miss Jorgensen, a young supervisor, maintained it was ineffective in many cases, citing the example of an associate who went out onto the wards and tried to be friendly with the employees and got a cold response.

- \_\_\_ 1. Face-to-face contact is too direct for employees to handle; other means of getting to them should be used.
- \_\_\_ 2. No matter how hard you try, you're going to get employee resentment from most overtures by the supervisors.
- \_\_\_ 3. A supervisor should be aware of the difficulties subordinates have in accepting her approaches easily.
- \_\_\_ 4. The supervisor and the employee have equal responsibility in making face-to-face communication work.
- \_\_\_ 5. Supervisors should choose a time for face-to-face communication when relations between administration and the workers are at their best.

11. In the interest of safety and economy, administration began clamping down in certain areas in the hospital. Because towels and lounges were sometimes burned in the nurses locker room, a memorandum was issued forbidding smoking in these rooms. This caused much resentment among the nurse employees and they registered a complaint to the nursing office who ignored it. Several weeks later when invitations were sent out to employees requesting attendance at a hospital picnic, few employees even returned the reply card.

- \_\_\_ 1. Women usually play hard to get when antagonized so lack of upward communication shouldn't bother administration.
- \_\_\_ 2. Ignoring upward communication is a good way of disciplining uncooperative employees in this case.
- \_\_\_ 3. Employees should be given a choice in whether or not they want to conform to safety fire regulations.
- \_\_\_ 4. One of the strongest deterrents to upward communication is the failure to act on undesirable conditions previously brought to its attention.
- \_\_\_ 5. Administration has to ignore certain unsavory conditions in the interest of safety even if upward communication is disrupted.

12. The department heads discussing a plan to expand facilities for employees to communicate with their supervisors. Miss Barton, who presented the plan, suggested that suggestion boxes be placed in each department, an employee forum be held once a month, and interviews be scheduled with employees.

- \_\_\_ 1. Employees probably have enough to do working at their jobs without adding staff communication demands on them.
- \_\_\_ 2. The greater the opportunities for upward communication, the greater the encouragement for the employee to communicate.
- \_\_\_ 3. Employees would become immediately suspicious if such a plan were implemented and would clam up all the more.
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- \_\_\_ 5. Techniques are no substitute for showing interest by a pay raise which is the best way to encourage employees to communicate upward.

13. Mr. Thorndike, the administrator, had begun weekly informal lunch conferences to which he was inviting a head nurse and three of her subordinates. Miss Sewell, an assistant head nurse, was enthusiastic. "Gee, will I tell him what I think of this charge system idea of his." Her head nurse, Miss Wilson, restrained her, "Aren't you ever going to learn that you just don't go around arguing with the administrator."

- \_\_\_ 1. Miss Sewell's interest in expressing her arguments and having them listened to would indicate that she is overly aggressive.
- \_\_\_ 2. A communicator in a democratic society is wise if he tells his boss just what he thinks.
- \_\_\_ 3. Even though Mr. Thorndike is using a democratic procedure, he probably should react to argument in a manner indicating his authority.
- \_\_\_ 4. A successful communicator in a democratic society will acknowledge and respect diversity of argument and opinion.
- \_\_\_ 5. A communicator should remember that diversity of argument and opinion is alright as long as it isn't contrary to the boss.

14. Harper, a former night newspaper editor, was hired on a trial basis by administration to organize a communications program which would include a semi-monthly paper, bulletin board, suggestion box, etc. Three months produced little change in worker morale. Administration was planning to abandon the position.

- \_\_\_ 1. If a communication program is to be effective, it must have the blessing, encouragement, and cooperation of the front office.
- \_\_\_ 2. If communications programs can't begin to show some results in three months, then the communications director should be fired.
- \_\_\_ 3. The effectiveness of a communications program cannot be evaluated on the basis of a three months effort.
- \_\_\_ 4. Administration should expect a communications program to do its job effectively regardless of the administrator's attitude toward him.
- \_\_\_ 5. Administration must assume the failure was partly due to incompetence of the editor and partly to administration.

15. Miss Hunt, assistant director of nurses, was talking to Miss Ramsey, the head nurse in emergency, over a cup of coffee. "Yes ma'am, this hospital is really communications conscious." "Oh," replied Miss Ramsey, "I hadn't noticed."

- \_\_\_ 1. Communications are relatively unimportant so neither awareness nor implementation of them matters greatly.

2. Employees should be satisfied to know they have a progressive administration that is aware of employee communication needs.
3. A common omission in administrative programs is the appreciation of a communication need without implementing the necessary program to meet the need.

16. Henderson Memorial Hospital had a long tradition of businesslike sounding memoranda coming from its offices. Administrator, J.G., was convinced that business writing should reflect a legal, official tone which the venerable institution deserved. His hospital had been successful and no little credit was given to this prestige which the writing afforded. Other department heads coming in were trying to modify the style.

1. Occupying a unique place in American development, business writing should reflect a unique trademark.
2. Business should model its writing on the best speech of working people rather than on the language of the courtroom.
3. If the business is successful, don't tamper with the approach of business writing.
4. The importance of business writing has been greatly exaggerated since it makes little difference in the total execution of business.
5. Business should always be sensitive to needed changes of style in business writing.

17. The administration had submitted a plan for rearranging the cupboards, stands and operating room tables, etc., in the operating rooms open area. The administrator and the director of nurses met with the engineer on Sunday morning, his only chance with free time. The plan was acceptable to them, and so as not to lose valuable time, a labor crew was brought in that week-end to make the necessary changes.

1. The engineer's efficient plans will be readily acceptable by the working staff who will realize it's for their benefit.
2. People who feel that they have taken part or had a say in a decision are much more likely to go along with it enthusiastically.
3. Valuable suggestions might have been forthcoming from the staff.
4. Since much haggling usually goes on about these kind of changes, it's best that the workers aren't bothered.
5. Whether invited to participate or not, some workers will be dissatisfied.

18. At the Monday morning staff meeting, the personnel director reported that the latest booklet on the hospital's retirement income plan was meeting with much success. Wednesday, Mr. Upshaw, the administrator, was having coffee with several of the employees and when the subject got around to the retirement income, one of the employees asked, "Yeah, Mr. Upshaw, how does this thing work."

- \_\_\_ 1. The personnel director probably did a good job on the booklet but the employees just didn't take the time time to understand it.
- \_\_\_ 2. After talking to the employees, the administrator should discount some of his assistant's report.
- \_\_\_ 3. To get a clear picture of the effects of its communication, the administrator need not only reports from assistants but direct reports from employees.
- \_\_\_ 4. Both personnel director and employees are going to slant their evaluations of communications so it doesn't matter which furnished the data.
- \_\_\_ 5. A department head is paid for this kind of job and his report on the effects of communication is probably quite reliable.

19. Rose, an aide in the delivery room was complaining to her supervisor "What's the story. I'm on the bus last night with Emma and out of the blue she says, 'Say, I hear by way of the grape vine that you're being moved to the nursery on late night next week.' This is a fine time to tell me. I thought I was staying in the delivery room on days. I might as well get my orders from the administrator."

- \_\_\_ 1. Workers expect to receive information from the downward grapevine so no respect for formal channels is lost by rumors.
- \_\_\_ 2. Workers who are in the habit of receiving most hospital information from their supervisors will become upset if they begin to get it elsewhere.
- \_\_\_ 3. The worker's respect for downward communication channels is influenced by the extent to which the supervisor receives and transmits information before the subordinate gets it elsewhere.
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28. Mrs. Ackerman was a conscientious supervisor and eager for advancement. She caused Miss Garrison, the director of nurses, no trouble and always turned in reports of satisfactory conditions in her department. Lately, however, rumors reached Miss Garrison that there was considerable unrest among certain workers in Mrs. Ackerman's division.

1. The director of nurses should appreciate not being bothered by every worker conflict in the hospital (through supervisor's reports).
2. If Mrs. Ackerman wants to get ahead, she should report upward only the features of the situation which will create a favorable impression.
3. Subordinates should find the middle ground and report bad as well as good news if they are to maintain the support of the director.
4. A conscientious supervisor will probably be able to solve her own problems and shouldn't have to report unfavorable conditions.
5. To win the director's recommendations, subordinates should demonstrate their ability to spot troubles or potential troubles and should report them at once.



29. Mrs. Koldar, the head nurse, had to go out of the hospital for a couple of hours. She instructed Miss Mathews, her assistant, to start Mr. West's treatments on the second hour. Miss Mathews got involved in something else and failed to start the treatments. The treatments were started late and Mrs. Koldar was severely reprimanded by the doctor. When she saw Miss Mathews, she demanded, "What were you trying to do. Have me fired."

- \_\_\_ 1. When a subordinate fails to carry out such a simple instruction, we must conclude that she probably did it to get an unlikely boss in trouble.
- \_\_\_ 2. It's good policy for a head nurse to handle all important orders herself.
- \_\_\_ 3. An assistant who is neglectful in this manner should have a strong public reprimand.
- \_\_\_ 4. We ordinarily should not infer that failures in communications are intentional.
- \_\_\_ 5. When communication fails at times like these, a good head nurse will recommend the discharge of the person responsible to keep it from happening again.

30. Personnel staff members were emptying the contents of the complaint boxes from the various departments. "Ah," exclaimed Mrs. Lowell, "not a single complaint. All's well at the front." "Yeah," contributed Mrs. Johns, "last month when I got that beef about the lighting on the third floor, I knew we had unrest in the hospital."

- \_\_\_ 1. Too much worker communication is evaluated by administration in too much of a hurry.
- \_\_\_ 2. Anonymous complaints in suggestion boxes are nothing to worry about.
- \_\_\_ 3. The obvious interpretation of the fact that no complaints were made is that workers are satisfied and happy.
- \_\_\_ 4. Most workers have learned that the best way to communicate with administration is through their own representative.
- \_\_\_ 5. Administration must be able to evaluate worker communication quickly to keep pace with them.

\*1 - Order of alternatives

\*3 - Rank order by author and expert group.

# EXPERT KEY

Item 1	1* 3*	Item 10	1 - 1 2 - 2 3 - 5 4 - 4 5 - 3	Item 18	1 - 3 2 - 4 3 - 5 4 - 1 5 - 2
Item 2	1 1 2 2 3 3 4 4 5 5	Item 11	1 - 2 2 - 1 3 - 3 4 - 5 5 - 4	Item 19	1 - 1 2 - 4 3 - 5 4 - 2 5 - 3
Item 3	1 3 2 2 3 1 4 4 5 5	Item 12	1 - 3 2 - 5 3 - 1 4 - 4 5 - 2	Item 20	1 - 1 2 - 2 3 - 5 4 - 4 5 - 3
Item 4	1 2 2 4 3 5 4 1 5 3	Item 13	1 - 1 2 - 3 3 - 4 4 - 5 5 - 2	Item 21	1 - 1 2 - 2 3 - 5 4 - 3 5 - 4
Item 5	1 3 2 5 3 4 4 2 5 1	Item 14	1 - 5 2 - 1 3 - 4 4 - 2 5 - 3	Item 22	1 - 1 2 - 2 3 - 3 4 - 5 5 - 4
Item 6	1 2 2 5 3 1 4 3 5 4	Item 15	1 - 1 2 - 2 3 - 5	Item 23	1 - 3 2 - 2 3 - 1 4 - 4 5 - 5
Item 7	1 2 2 1 3 3 4 4 5 5	Item 16	1 - 2 2 - 4 3 - 3 4 - 1 5 - 5	Item 24	1 - 4 2 - 2 5 - 3 4 - 5 5 - 1
Item 8	1 3 2 2 3 1 4 5 5 3	Item 17	1 - 2 2 - 5 3 - 4 4 - 1 5 - 3		
Item 9	1 1 2 2 3 5 4 3 5 4				

\*1 - Order or alternatives

\*3 Rank order by author and expert group.



ITEM RESPONSES OF TWENTY - NINE HEAD NURSES ON  
ORIGINAL "ATTITUDE JUDGMENT SURVEY"

HEAD NURSES	ITEM RESPONSES																															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30		
1	4	5	4	3	3	2	5	4	4	3	3	4	4	5	3	5	3	3	3	3	4	2	4	3	3	4	5	2	3			
2	5	5	5	2	3	2	4	3	3	5	4	4	4	3	3	5	2	3	3	3	5	4	4	1	3	3	2	3	4	5		
3	4	5	3	2	2	2	4	4	3	3	4	2	4	1	3	5	2	3	3	3	3	4	4	1	4	3	4	3	4	5		
4	5	5	4	5	2	2	5	4	3	3	5	2	4	3	3	5	2	3	3	3	2	4	4	4	4	4	4	5	4	5		
5	5	5	1	2	3	2	4	4	5	3	3	2	4	3	2	1	3	3	3	3	5	4	4	4	4	3	4	3	4	1		
6	5	5	4	5	2	2	4	5	5	4	4	2	4	3	3	5	2	3	3	3	3	4	4	4	3	3	4	3	4	5		
7	4	5	5	3	2	3	5	4	5	4	4	2	3	1	3	1	2	3	3	5	1	4	4	4	4	3	3	3	4	4		
8	5	5	4	2	2	2	5	4	5	3	4	2	4	3	3	5	2	1	3	3	5	4	4	4	3	3	4	4	4	5		
9	5	5	4	3	1	2	5	4	3	3	4	2	4	5	3	5	2	3	3	3	3	4	1	4	3	3	4	3	4	4		
10	5	5	2	1	2	2	4	2	4	4	1	2	4	3	3	3	2	1	2	3	5	4	5	1	4	3	3	3	5	4		
11	5	5	4	3	3	2	4	4	3	3	4	4	4	1	3	5	3	3	3	5	5	4	4	4	3	3	4	3	4	1		
12	5	5	5	3	2	3	2	2	3	5	3	4	4	3	3	5	3	3	5	4	1	4	4	4	3	5	4	3	4	1		
13	4	5	2	3	2	3	4	4	4	4	5	2	4	1	2	5	5	3	5	4	4	4	4	5	3	3	3	4	2	4		
14	5	5	3	3	2	2	5	1	3	3	5	2	4	1	3	5	2	1	3	5	5	4	4	4	3	3	3	3	4	4		
15	5	5	5	3	3	3	3	4	5	4	3	2	4	5	3	2	2	3	3	3	3	4	4	4	2	3	3	3	4	4		
16	4	5	4	2	2	2	4	3	5	4	5	4	4	5	2	2	2	3	3	3	5	4	4	4	2	3	3	4	4	2	4	
17	5	5	4	1	2	2	5	4	5	3	4	2	4	3	3	5	2	3	3	3	3	4	5	4	4	3	4	5	4	5		
18	5	5	4	2	2	2	5	4	3	3	4	2	4	3	2	5	3	3	3	3	3	4	4	4	1	3	4	4	4	4	1	



ITEM RESPONSES OF TWENTY- NINEHEAD NURSES ON  
ORIGINAL "ATTITUDE JUDGMENT SURVEY" CONTINUED

ITEM RESPONSES

HEAD NURSES	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
19	5	5	5	1	1	2	5	1	3	1	4	2	4	3	2	2	2	1	3	3	2	5	4	4	1	3	3	5	2	4	
20	5	5	5	3	3	2	4	4	5	4	4	2	4	3	2	2	2	3	3	4	3	4	4	5	3	3	4	3	4	4	
21	5	5	4	2	3	2	4	4	4	3	4	2	4	3	3	5	3	3	3	4	3	4	4	1	3	3	5	4	4	4	
22	5	5	4	2	2	2	5	4	4	3	4	2	4	3	2	5	2	3	3	4	5	4	4	4	3	3	4	3	4	4	
23	5	5	4	5	2	2	5	4	5	4	4	2	4	3	3	5	2	3	3	3	3	4	4	4	1	3	4	3	4	4	
24	5	5	4	2	2	3	5	4	4	4	4	4	4	1	2	5	2	3	2	3	5	4	4	5	4	3	4	5	4	1	
25	5	5	4	1	2	2	5	5	3	3	4	2	4	1	3	5	2	3	3	3	5	4	4	4	1	5	4	3	4	5	
26	4	5	4	5	2	2	5	4	4	4	4	2	4	3	3	5	2	1	3	3	3	4	4	4	1	3	3	3	4	5	
27	5	4	4	2	2	2	4	4	5	3	4	2	4	3	3	5	3	3	3	3	5	4	4	4	4	3	4	3	4	1	
28	5	5	4	2	2	2	5	4	4	3	4	4	4	5	3	5	3	3	3	3	3	4	4	4	5	1	3	4	3	4	1
29	5	5	4	3	2	2	5	4	4	3	4	2	4	3	3	5	2	3	3	3	3	4	4	2	4	1	3	4	3	4	1



ITEM RESPONSES OF TWENTY - NINE HEAD NURSES ON  
REVISED "ATTITUDE JUDGMENT SURVEY"

HEAD NURSES	ITEM RESPONSES																													
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
1	5	5	1	3	3	2	5	4	4	3	3	4	4	5	3	5	3	3	3	3	3	4	2	4	3	3	4	5	2	3
2	5	5	4	3	3	2	4	3	3	5	4	4	4	3	3	5	2	3	3	3	5	4	4	1	3	3	2	3	4	5
3	4	5	4	2	2	2	4	4	3	3	4	2	4	1	3	5	2	3	3	3	3	4	4	4	4	3	4	3	4	5
4	5	5	5	4	1	2	5	2	5	3	3	2	4	5	2	5	2	3	3	4	5	4	2	4	4	4	4	5	4	5
5	5	5	1	3	3	2	4	4	5	4	4	2	3	3	2	1	3	3	3	3	5	4	4	4	3	3	4	3	4	1
6	5	5	4	5	2	2	4	5	5	4	4	2	4	3	3	5	2	3	3	3	3	4	2	4	3	3	4	3	4	5
7	4	5	5	3	2	2	4	4	4	4	4	2	4	3	2	5	2	3	3	5	1	4	4	4	3	3	3	3	4	4
8	5	5	4	2	2	2	5	4	5	3	4	2	4	3	3	5	2	1	3	3	5	4	4	4	3	3	4	4	4	1
9	5	5	4	3	2	2	4	4	3	3	4	2	4	5	3	5	3	3	3	3	5	4	4	4	3	3	4	3	4	4
10	5	5	1	1	2	2	5	2	4	4	1	2	4	3	3	3	3	1	2	3	4	4	5	4	4	3	3	5	4	4
11	5	5	4	2	3	2	4	4	3	3	4	4	4	1	3	5	3	3	3	3	5	4	4	4	3	3	4	3	4	1
12	5	5	5	3	2	4	4	2	4	4	4	2	4	1	3	5	2	3	3	4	1	3	4	4	3	3	2	3	4	4
13	5	5	5	3	2	3	5	4	4	5	4	2	4	4	2	5	2	3	3	4	4	4	4	4	3	3	3	5	2	5
14	5	5	3	3	3	2	5	1	3	4	5	4	4	1	3	5	2	1	3	5	5	4	2	4	3	3	3	5	4	4
15	5	5	5	1	3	3	4	4	5	4	3	2	4	5	3	5	2	3	3	3	3	4	2	4	2	3	3	3	4	4
16	4	5	1	2	3	2	4	4	5	4	5	4	4	1	2	2	2	3	3	3	3	4	4	2	3	3	3	4	2	4
17	5	5	4	1	2	2	4	4	5	3	4	4	4	3	3	5	2	3	3	3	3	4	4	4	4	3	4	8	4	5
18	5	5	4	3	2	2	5	4	3	3	4	2	4	3	3	5	3	3	3	3	3	4	4	4	1	3	4	4	4	1

# ITEM RESPONSES OF TWENTY-NINE HEAD NURSES ON REVISED "ATTITUDE JUDGMENT SURVEY" CONTINUED

Head Nurses	Item Responses																													
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
19	5	5	5	3	2	2	5	1	3	4	4	2	4	3	2	5	3	1	3	3	2	4	2	1	3	3	3	5	2	4
20	4	5	5	3	3	2	4	4	5	4	4	2	4	3	3	5	3	3	3	4	3	4	4	5	4	3	4	3	4	4
21	5	5	4	2	3	2	4	4	4	3	4	2	4	3	3	5	3	3	3	4	3	4	4	1	3	3	3	5	4	4
22	5	5	4	3	2	2	5	4	3	3	4	2	4	3	3	5	2	3	3	4	5	4	4	4	3	3	2	3	4	4
23	5	5	4	5	2	2	5	4	5	4	4	2	4	3	3	5	2	3	3	3	3	4	4	4	1	3	4	3	4	4
24	5	4	4	1	2	2	5	4	4	4	4	2	4	1	2	5	2	3	3	5	5	4	4	5	1	3	4	5	4	1
25	5	5	4	1	2	2	5	4	3	3	4	2	4	1	3	5	2	3	3	3	5	4	4	4	1	5	4	3	4	5
26	4	4	4	5	2	2	5	4	3	4	4	2	4	3	3	5	2	1	3	3	3	4	4	4	1	3	3	3	4	5
27	5	4	4	2	1	2	4	4	5	3	4	2	4	1	3	5	3	3	3	3	3	4	2	1	4	3	4	3	4	1
28	5	5	4	2	2	2	5	4	4	3	4	4	4	5	3	5	3	3	3	3	3	4	4	5	1	3	4	3	4	1
29	5	5	4	3	2	2	5	4	4	3	4	2	4	3	3	5	2	3	3	3	3	4	2	4	1	3	4	3	4	1

# ITEM RESPONSES OF EIGHT GENERAL ROSE MEMORIAL HOSPITAL HEAD NURSES ON "ATTITUDE JUDGMENT SURVEY" PRE-TEST

HEAD NURSE CODE NUMBERS	ITEM RESPONSES																													
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
32	5	5	4	5	3	2	5	4	3	3	4	2	4	3	3	5	3	3	3	3	5	4	4	4	4	3	4	3	4	4
33	5	5	4	4	2	2	5	4	3	3	4	4	4	3	3	2	2	3	3	3	5	4	2	4	3	3	3	4	4	4
34	5	3	5	4	3	2	5	4	3	4	3	4	4	3	3	2	2	3	3	3	5	3	2	5	4	4	3	4	4	3
35	5	5	5	3	2	2	5	4	5	4	3	4	4	3	2	2	3	3	3	3	2	4	2	1	1	3	4	5	4	4
37	5	5	4	3	2	3	5	4	5	3	4	2	4	5	3	5	2	2	3	4	5	3	4	4	3	3	2	3	4	4
38	5	5	4	2	3	2	5	4	5	3	4	2	4	3	3	3	3	3	3	3	3	4	4	4	4	3	3	3	4	3
39	4	5	5	4	2	2	5	4	5	3	4	2	4	5	3	5	3	3	3	3	5	4	4	4	3	3	5	4	4	5
40	5	5	5	2	2	2	4	3	5	3	5	4	4	3	2	5	2	3	2	5	1	4	2	4	1	4	4	3	4	5



ITEM RESPONSES OF EIGHT GENERAL ROSE MEMORIAL HOSPITAL  
HEAD NURSES ON "ATTITUDE JUDGMENT SURVEY" POST-TEST

HEAD NURSE CODE NUMBER	ITEM RESPONSES																													
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
32	5	5	4	5	3	2	5	4	3	3	4	2	4	3	3	2	2	3	3	3	3	4	4	4	4	3	4	3	4	1
33	5	5	4	5	3	3	5	4	3	3	4	2	4	1	3	5	2	3	3	3	3	4	4	4	4	3	4	3	4	4
34	5	5	4	3	3	2	5	4	5	3	4	2	4	3	3	5	2	3	3	3	5	4	5	4	4	3	4	5	4	4
35	5	3	4	3	2	2	5	4	5	3	4	4	4	3	2	2	2	3	3	3	3	4	5	4	4	3	4	5	4	4
37	5	5	4	1	3	3	5	4	3	3	4	4	4	1	2	5	2	2	3	4	3	3	5	4	4	3	4	4	4	4
38	5	5	4	2	3	2	5	4	5	3	4	2	4	3	3	2	3	3	3	3	3	4	4	3	4	3	4	3	4	3
39	5	5	4	5	3	2	5	4	3	3	4	2	4	3	3	5	2	3	3	3	3	4	4	4	4	3	4	4	4	5
40	5	5	4	1	2	2	3	3	5	5	4	4	4	3	3	5	2	3	2	3	5	4	5	4	1	4	4	5	4	1

# I. CLASS ONE - INTRODUCTION AND PRETEST

## Objectives:

1. To elicit the cooperation of the head nurses, even though their attendance was required.
2. To administer the pretest in a controlled situation that could be duplicated for the post-test.
3. To interest the head nurses in the field of communication.

Time: one and one-half hours.

Content	Activity
1. Discuss in-service classes and the need for the study of communication. Evaluate the notification of the meeting.	1. Group discussion to bring out individual experiences to illustrate good and poor communications.
2. Select class time: day and hour.	2. Exchange ideas and vote on meeting time.
3. Administration of the pretest. Identification of each participant.	
4. Worker as a person. A. "Behavior is a result of life's direct background. B. Pattern of feelings are due to personal experiences. C. Attitudes in common with other people: 1. He never looks beyond his own interests. 2. He resents change. 3. He will not take initiative without reward. 4. He forgets big favors but remembers little hurts. 5. He is anxious to be led.	4. Lecture and 5. Discussion idealized on the blackboard.



- D. 6. He wants satisfaction from and recognition on the job.
- 7. He does best if properly fitted for the job.
- 8. His job behavior results from personal and home situations.
- 9. Security of his job and fair treatment from supervisors are the most important factors in the work situation.
- 10. He has several basic social

## 6. Introduction needs: economic security, freedom protection of life and

- A. Identify property, someone to love and get love from, recreation, and recognition from his fellow workers."

- D. "He differs from others:
  - 1. Physically.
  - 2. Psychologically.
    - a. Intelligence, the ability to bring past experiences to bear on present problems.
    - b. Temperament, fast or slow acting.
    - c. Personality, personal feelings about self, others, things, and situations."

- E. "He has an 'inner man' which must be primed with good morale. People in leadership positions must bring out the good in the 'inner man'."

## 5. Needs of the adult:

- A. Family, social and occupational contacts that expand communication skills and interpersonal skills. Experiences that extend intellectual interests.
- B. Social responsibilities are necessary to expand interests.
- C. Recreational opportunities offer relaxation and sublimation.

5. Discussion itemized on the blackboard.

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<sup>1</sup>Robert R. Cohen, Leadership and Human Behavior, Non-Semantic (Denver, Colorado: Associated Management Consultants, 1951), p. 3.

- D. Occupational opportunities expand skills and allow for creativity, satisfaction and economic adequacy.
- E. Love creates and inter-dependence; someone with whom to share experiences.
- F. Expression of personality without conflict.

6. Introduction to general semantics. 6. Lecture.

A. Identification.

1. "Definition: a statement that some verbal formula equals, is the same as, is identical with whatever it is that the statement refers to."

2. "Dogmatic statements, the people assumed what they said is what really was. They make the kind of statement that assumes:

What I say about it is what it is.  
My statement = truth about the subject of the statement."<sup>2</sup>

Words = Truth

What I say about it is what it is.

My statement = truth about the subject of the statement."

- a. History full of exploded dogmatic statements.

1. Railroad at twenty miles per hour would be fatal experience said the people who fought the expansion of the railroad in 1800.

<sup>2</sup>Francis P. Chisholm, Introductory Lectures on General Semantics, (Lakeville, Connecticut: The International Non-aristotelian Library publishing Company, 1955), p. 2.

Wendell Johnson, People in Quandaries, (New York: Harper and Brothers, 1946), p. 143 - 154.

2. In 1870 a Boston business college opened. A society was formed to prevent its opening because young women were too frail and would collapse at their desks if they had to strum on typewriters eight hours a day.<sup>3</sup>

## II. CLASS TWO - ABSTRACTING

### Objectives:

1. To identify the levels of abstracting.
2. To investigate the process of abstracting.

Time: one and one-half hours.

CONTENT	ACTIVITY
1. <u>Abstracting</u> is an observation of a fuller, more detailed reality where we can only partially observe. We experience facts daily and make abstractions about them. Each time we abstract we leave out details. Our evaluations are projected outside and considered real."	1. Lecture and flannel board illustrations.
A. <u>"Non-verbal levels of abstracting.</u>	
1. <u>First order.</u> Fact is an observation, is an abstract of a fuller, more detailed reality which we can only partially observe directly. They are the facts of our common every day speech. Facts, in this sense, are anything we observe, anything we hear, smell, see, touch, or feel kinesthetically, internally." <sup>4</sup>	

<sup>3</sup>Ibid., p. 2.

<sup>4</sup>Wendell Johnson, People in Quandaries, (New York: Harper and Brothers, 1946), p. 143 - 184.

2. "The microscopic, level of extra-neural observation, the second level, are observations that can be extended by means of magnifying devices such as microscopes, telescopes, high speed cameras, etc."
  3. The third level. The lowest level, represents the reality beyond the reach of our observations. This is the level of inferential data. Assumptions must be checked against relevant observations."
- B. "Verbal level of abstracting.
1. The first level. The same as the first order of the non-verbal level of the non-verbal level of abstracting. It is the first-order verbal level, the descriptive or labeling level. We name things, events, feelings but leave out certain details."
  2. "The inference levels follow. The abstract is further abstracted; from any inference further inference may be drawn."<sup>5</sup>
- C. "Map-territory analogy. The process of abstracting may be illustrated by Korzybski's 'Map-territory Analogy.'
1. What we call a map is an example of a kind of language, symbols arranged in some kind of order."
  2. "For a map to be useful to a traveler it must be coordinated with the territory it represents. The arrangement of the symbols, the dots, lines, etc., of the map must accord with the arrangement of the actual cities, roads, rivers of the territory."
- C. Blackboard and flannel board illustrations of map-territory analogy.

<sup>5</sup>Ibid., p. 134.

- E. 3. "If the map is faulty it is not coordinated with the territory, and the traveler who tries to follow it is likely to suffer consequences more or less, depending upon the degree to which he maintains awareness of the differences between map and territory. Some scarcely recognize any difference at all between symbol and fact -- map and territory."<sup>6</sup>

- A. Non-abstract. a. "Multiordinal terms. words that have no general meaning. Their meaning is derived by the level of abstraction on which they are used. Constant referral to the thought territory must be made."<sup>7</sup>

- D. "General characteristics of the process of abstracting:

1. It may be regarded as a process of leaving out detail.

2. It proceeds normally from "Lower" to "higher" levels.

3. It is potentially continuous, since changes on one level normally generate changes on the level "above" it, and since on the submicroscopic level there is continuous change.

4. It is personal: an abstract on any level is abstracted from something by someone.

5. It is projective: one's evaluations are necessarily projected outside one's nervous system and are perceived as "reality."<sup>8</sup>

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<sup>6</sup>Ibid., p. 131.

<sup>7</sup>Ibid., p. 155.

<sup>8</sup>Ibid., p. 151.

<sup>9</sup>Ibid., p. 162.

<sup>10</sup>Ibid., p. 184.



E. "Time-binding. Time-binding is a means of enabling one person to benefit from the knowledge of other persons, of enabling each new generation to bind into its own time, so to speak, the wisdom of times past, and so of avoiding the blunders and of extending the achievements of previous generations."<sup>9</sup>

2. "The three basic premises of general semantics may be summarized as: 2. Summary placed on the blackboard.

A. Non-identity: The word is not the object; the map is not the territory; an abstract on one level is not the same as an abstract on any other level.

B. Non-allness: The word does not represent all the object; the map does not represent all the territory; what is abstracted on one level does not represent all that is abstracted on a lower level.

C. Self-reflexiveness: We use language for talking about language, we make maps of maps, statements about statements, evaluations of evaluations, we make abstracts of abstracts indefinitely. In other words, abstracting is self-reflexive.<sup>10</sup>

C. Question and answer period.

### III. CLASS THREE - IDENTIFICATION

Objectives:

1. To introduce the premise of non-identity and non-allness.

2. To become aware that words are not the object; the map is not the territory; and abstractions of one level are not the same as on another level.

Time: one and one-half hours.

<sup>9</sup> Ibid., p. 162.

<sup>10</sup> Ibid., p. 184.

CONTENT	ACTIVITY
1. Review of the worker, what he is like and how he differs from others. How we identify the worker with his action.	1. Flannel board illustration: a review of the worker.
2. <u>Habitual orientation</u> . "We are perfectly able to see that a situation into which we blunder is the result of a lot of things that have happened before: that the situation has a history. That is easy enough to see; but the thing that is hard to understand and to make a part of ourselves as an habitual orientation, is that I too, in reacting to a situation have a history, that my nervous system has been canalized in certain ways to what has happened to me. I have certain ways of organizing whatever energies impinge on me from the outside world. Those ways are the result of what has happened to me. I have learned to do it that way; and my evaluations in a situation are based upon everything in the past that has happened to me." <sup>11</sup>	2. Lecture and discussion.
3. "The picture of reality created inside our heads by such unconsciousness of abstracting is not at all a "map" of any existing territory." <sup>12</sup>	2. Discussion following lecture.
4. <u>Review of identification</u> .	
A. "Some set of words = some non-verbal reality.	
1. We know as we examine this that it cannot be true." 2. "If it were true we could guide our words without looking into the world. We could safely guide our reactions by the label."	

<sup>11</sup>Francis P. Chisholm, Introductory Lectures on General Semantics, (Lakeville, Connecticut: The International Non-aristotelian Library Publishing Company, 1955), p. 9.

<sup>12</sup>S. I. Hayakawa, Language in Thought and Action, (New York: Harcourt, Brace and Company, 1939), p. 193.

B. "Illustrations of identification.

1. What is in the can in a grocery store is more important than the label wound around it. If a can containing spinach is by mistake labeled pumpkin, no amount of looking at the label will make the pie made of the contents a palatable pie for anyone but Popeye. Yet identification equates label and thing labeled, and assumes I can safely guide my reactions by the label."

2. "There are plenty of examples of identification, which are not trivial nor humorous except in a grim way. How many conflicts come about because someone in a supervisory position involved 'know' with investigation. She didn't go to the source to find out. How many mis-evaluations and human difficulties come about because we already 'know' without investigation what kind of people we are dealing with. We don't look to see; we don't go to find out. We already 'know' before investigation."<sup>13</sup>

2. Discussion following lecture.

3. Non-identity.

- A. "The law of identity sometimes holds sufficiently for practical purposes, in spite of its structural defectiveness. Therefore, we can use it many times, but we should always be aware of our use of it."

1. "When eating peanuts, for example, we may proceed on the practical assumption that peanuts are peanuts, that peanut<sub>1</sub> is

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<sup>13</sup> Chisholm, op. cit., p. 3.

peanut<sub>2</sub>, that they are all the same. Even so, we should remember that they are not, that ultimately peanuts are not peanuts, that is, peanut<sub>1</sub> is not peanut<sub>2</sub>. The difference, generally speaking make no important difference, of course, and we can for the most part disregard them. But if we are basically oriented to non-identity, we will bite into the bad peanut that may be found in almost any bag, without bursting into invective against "these damned peanuts." We will merely discard peanut<sub>1</sub> and go on to enjoy peanut<sub>2</sub> since basically we had not assumed that they would be the same anyway. Therefore, an occasional bad peanut is not cause of shock, no generator of tensions."<sup>14</sup>

### 3. Levels of abstracting.

A. "Characteristics differ from one person to another, one thing from another, or one event from another. As we discover the different characteristics we move from the general to the more complex.

1. This may be placed in a series of most general, and yet entirely true, through many levels of thinking (abstractings) to include all of the characteristics."<sup>15</sup>

3. General discussion.

<sup>14</sup>Wendell Johnson, op. cit., p. 179.

<sup>15</sup>Robert F. Cohen, Leadership and Human Behavior, (Denver, Alfred Korzybski, Selections from Science and Sanity, (Lakeville, Connecticut: International Non-aristotelian Library Publishing Company, 1948), p. 203.

#### IV. CLASS FOUR - BEHAVIOR

Objective: To investigate the reason for behavior and thus try to change orientations; try to learn to behave more in terms of the facts and less in terms of the pictures that we bring to the fact situation.

CONTENT	ACTIVITY
1. Meaning of behavior: a reaction to a situation; doing something about something.	1. Lecture and discussion.
A. "Behavior is not only doing something about something but it always implies WHY. It is always about something. All behavior has a reason or purpose." <sup>16</sup>	
2. "Most of our language behaviors are identification behaviors.	
A. "They may result from a silent assumption: from the word, doctor, we abstract the memory of pain and show fear. We associate punishment with the boss's office and show fear again at the sound of the word. In World War II to hear the word, Japanese, we thought of war and developed hate for all Japanese."	
B. "Labels for persons or things. Butch is labeled in school as having bad behavior. Whatever his characteristics are he will be linked with the bad behavior of the room. One woman felt all Negro people sang negro spirituals." <sup>17</sup>	

<sup>16</sup>Robert R. Cohen, Leadership and Human Behavior, (Denver, Colorado: Associated Management Consultants, 1951), p. 8.

<sup>17</sup>Frances P. Chisholm, Introductory Lectures on General Semantics, (Lakewood, Connecticut: International Non-Aristotelian Library Publishing Company, 1948), p. 25 - 29.



- C. "Identification: a woman whose husband made her sick, literally, could be given no help until she was made aware that she was reacting to her husband's behavior rather than to him as an individual."<sup>17</sup>

3. "Our behavior, our adjustment, depends in part on how we formulate and see situations, and that formulation depends itself on assumptions, some of which we don't know we really have."

- A. Example of a set of assumptions or premises. The nursing director says, "There is really no nurse shortage."
- A. Illustrate on the blackboard.

Her head nurse does not understand her statement and says, "How can you say such a thing."

The premises from which the nursing director drew her statement were: (1) many nurses are in non-nursing positions; (2) doctors use too many nurses in their offices; and (3) nurses do not effectively delegate enough of their duties to others. The head nurse cannot understand the director's statement because their premises were different.

The premises the head nurse was using were (1) there were only two nurses for fifty patients this morning, (2) no private duty nurses were on call this morning, and (3) there were no replacements for the two general duty nurses who resigned last month.

3. Following example placed on flannel board.



Unless communication was established between these two

<sup>17</sup>Frances P. Chisholm, Introductory Lectures on General Semantics, (Lakeville, Connecticut: International Non-aristotelian Library Publishing Company, 1948), p. 25 - 29.

so they understood each others premises, a real problem would develop and tension would result.<sup>18</sup>

B. "Changing unconscious assumptions."

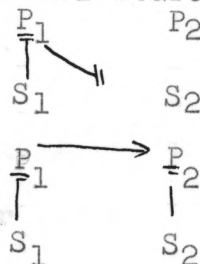
The statement actually in form, is a confession of ignorance, isn't it.

'I don't see how you can say that.' Actually what was said was, "I don't see from what premises and assumptions you derived your statement."

One statement was derived from one set of premises and assumptions, and if the head nurse tried to derive what the director said from her own premises or assumptions, it would not make sense."

1. "Irrational behavior is so called because we do not see the premises from whence it comes."
2. "If we are going to feel new statements and new behaviors, act differently, be able to make new statements, adjust to new situations, we have to change our premises. This is not easy because so many premises are not verbalized. They are silent. Hence, until they are brought up, verbalized, made conscious, and understood for what they are, we cannot possibly change them."
3. "In other words, reeducation, psychotherapy, and re-orientation cannot proceed from  $P_1$  to  $S_2$ . They must proceed from  $P_1$  to  $P_2$  to  $S_2$ .<sup>19</sup>

3. Following example placed on flannel board.



<sup>18</sup> Ibid., p. 25 - 29.

<sup>19</sup> Ibid., p. 29.

4. "Behavior may be inappropriate: it doesn't always fit the situation.
- a. A student nurse was failing a. Role play most of her courses; although there was no tangible evidence for failure. She had none of the usual student troubles. Her entrance exams showed at least average ability. Nothing seemed to be wrong with her residence or her relations with other students. She was actually interested in her courses, yet she was failing. The behavior was simply irrational."

A. "When the painter flunked your tests, young lady. You will have to study more and buckle down!"

B. "Did you class standing. He did not argue about what she said at all. He simply helped her phrase the attitudes. When she said 'I'm not getting along anywhere,' he would simply say, 'You aren't getting good grades in your courses.' He helped her formulate the situation. After a while, of course, she began to talk about herself, and to verbalize attitudes which dominated her, but which she had never put into words because she felt they were wrong. Her behavior was a deduction from her premises, not from those of the counselor. Hence, slowly, the silent motivation of the behavior became clearer to the girl herself.

C. "Picasso painter. what you hence the the way 'is'. and tried on you! You are

#### Objectives:

1. To become of the counselor. Hence, slowly, the silent motivation of the behavior became clearer to the girl herself.
2. To give the appropriate reaction in thought, word, and action to the

"It turned out when the conclusions were completely formulated that she was resentful of her mother. There was a long history

20 Ibid., p. 29.

21 Ibid., p. 33.

of unpleasantness -- dominance by mother and being forced to do unpleasant things."<sup>20</sup>

#### 1. Evaluation.

"Until she faced all this, verbalized it, and stated those silent structural assumptions, how could she do anything about the situation."

4. "Resentment to change. If you have been deeply canalized in an old system; if you have strong silent assumptions; and if something is flashed on you from a new system, you are likely to be bewildered and you are likely to develop anger."

A. "When the works of abstractionist painters are hung in public galleries the museum people have to hire guards because it can be predicted that there are those who will try to slash the paintings."

B. "Did you ever want to break the radio because of some music you didn't want to hear?"

C. "Picasso is a violent sort of painter. This 'new stuff' is not what you have grown accustomed to; hence this is not art. You identify the way you know 'art' with what art 'is'. Now this fellow comes along and tries to palm his wild stuff off on you! How do you feel about that. You are mad clear through!"<sup>21</sup>

#### V. CLASS FIVE - EVALUATION

##### Objectives:

1. To become aware that improper evaluations are the result of ones' own reaction to words rather than facts.
2. To give the appropriate reaction in thought, word, and action to the facts as they are evaluated.

Time: one and one-half hours.

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<sup>20</sup>Ibid., p. 29.

<sup>21</sup>Ibid., p. 33.

CONTENT	ACTIVITY
1. <u>Evaluation.</u>	1. Lecture and group discussion.
A. <u>"Adequate evaluations reflect adjustment, personal integration, and objectivity.</u>	
1. They fit or coincide in manner and substance with the importance of the situation being talked about and adjusted to.	
2. Underlying appropriate speaking, serving as its norm and standard, must have proper evaluations.	
a. When the situation is important, the speech reflects this importance.	
b. When the situation is unimportant, the speaking corresponds."	
B. <u>"Underevaluation. Underevaluating the importance of what is being represented will not project what the speaker has to say suitable to the situation.</u>	
1. The speaker will tend toward dead monotony, lack emphasis, drive, and enthusiasm, neglect to develop his subject and and notions, and omit necessary details."	
C. <u>"Overevaluation. The person who over-evaluates the importance of what he is representing, adjusts inappropriately. His manner appears too dramatic; his substance appears too thin; he tends to overemphasize everything, he talks too much about trivials; he acts as though the trivial were important."</u>	
D. <u>"Misevaluation. There are mis-evaluations such as stage fright in a situation where there is no</u>	



danger. The speaker who makes himself unduly important, or sanctimonious, or artificially 'pleasant,' 'sweet,' is also misevaluating.

2. Chief blockage to proper evaluation comes from an inability to predict outcomes.

4. "A. Human beings have the ability to predict and hedge."<sup>22</sup>

B. "To predict outcomes is to be able to gauge the important and the unimportant and thus to adjust more appropriately."

C. "To predict outcomes correctly permits the speaker to represent through voice and body, manner and thought, the important and the unimportant appropriately; this is what is meant by adequate evaluation."

C. Flannel board illustration of the speech reaction of adequate, over, and under-evaluations.

3. "Evaluations and human relationships."

5. "A. The speaker who evaluates adequately puts his attention primarily upon facts and his auditors, only secondarily upon words, and very incidentally upon himself."

B. "In a reverse situation an inadequate evaluation results. The main attention is focused upon the reaction within-their-own skins, upon their own reactions to words or upon themselves, which is often the same thing."

A. Flannel board illustration of adequate evaluation, where there is constant checking of the words to the facts, of the map to the territory. Fact territory and auditors are made important.

B. Flannel board illustration of inadequate evaluation. Here the words are made most important; facts and auditors

<sup>22</sup> Elwood Murray, The Speech Personality, (Chicago: J. B. Lippincott Company, 1944), p. 513 - 536.

<sup>23</sup> Ibid., p. 513 - 536.

<sup>24</sup> Ibid., p. 513 - 536.

The facts which the words represent and the auditors are largely neglected. remain incidental; words may be more or less confused with facts.

1. Words are more important than facts. Unthinking outbursts and impulsiveness, with dogmatism and faulty judgments commonly result."

4. "For some maps no territory whatsoever exists, or the territory has greatly changed since the maps were first made, or the maps are otherwise inaccurate. In this manner you make provision to deal with its discrepancies and omissions. You become proficient in recognizing exaggerations and inadequacies in the map and therefore are not misled. The same is true of verbal statements or word-maps."<sup>23</sup>

- A. "You must be aware that your statements can be important only to the extent that the fact territory they cover is important, and even at their greatest importance these statements are still secondary to this territory."

5. "Concentration should reveal the level of abstracting clearly.

- A. We cannot know all -- almost all our information on most problems come to us through borrowing the experiences of others as communicated by their spoken or written words. Each person in all honesty abstracts different characteristics from the same situation and thereby sees it differently. Disagreement, therefore, is to be expected.

- B. The situation is in constant change, it is not possible to view it at once. Speakers conscious of this abstracting process in others and in themselves automatically expect disagreement and are ready to accept other information since they are aware that their own is incomplete."<sup>24</sup>

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<sup>23</sup>Ibid., p. 513 - 536.

<sup>24</sup>Ibid., p. 513 - 536.

## VI. CLASS SIX - SUMMARY AND POST-TEST

## Objectives:

1. To summarize the premises presented.
2. To administer the post-test in as near the same environment as that in the pretest.

Time: One and one-half hours.

CONTENT	ACTIVITY
1. Review and summary.	1. Question and answer period and group discussion.
2. Application of general semantics to counseling.	
A. Accept the person as he is, do not label him, remember you are to accept him without identifying him.	
B. Listen to what he has to say. Try to find the premises from which he speaks.	
C. Reflect his words and feelings. Help him verbalize his silent assumptions.	
D. Remember your own limitations. Your own silent assumptions may decrease your effectiveness.	
E. Don't advise, help him to help himself.	
3. Administration of post-test	3. Post-test.
4. General evaluation of class sessions.	4. Group discussion.

## GENERAL ROSE MEMORIAL HOSPITAL

1050 Clermont Street  
Denver 20, Colorado

July 30, 1958

Miss Shirley Booth  
3251 So. Lincoln  
Englewood, Colorado

## APPENDIX B

Dear Miss Booth:

## Letters

This will confirm our conversation of Tuesday, July 29, 1958 concerning the final submission of your Masters' thesis to the College of Nursing of the University of Colorado.

Please feel free to use the name of the General Rose Memorial Hospital where it is necessary in your paper.

Sincerely,

S/ James K. Taylor  
Administrator

## GENERAL ROSE MEMORIAL HOSPITAL

1050 Clermont Street  
Denver 20, Colorado

April 6, 1957

July 30, 1958

Dwight L. Freshley, Ph. D.  
Assistant Professor of Speech  
Vanderbilt University  
Nashville, Tennessee

Dear Dr. Freshley:

I have just completed the reading of the microfilm reproduction of your dissertation, "A Study of Attitudes of Hospital Personnel Toward Communication." May I say that it is an excellent study. I personally believe it is a genuine contribution to the field.

Dear Miss Booth:

This will confirm our conversation of Tuesday, July 29, 1958 concerning the final submission of your Masters' thesis to the College of Nursing of the University of Colorado.

Please feel free to use the name of the General Rose Memorial Hospital where it is necessary to your paper.

Sincerely,

S/ James M. Taylor  
Administrator

A self addressed stamped envelope is enclosed for any suggestions you may wish to offer and the permission for the use of the test if you care to grant it.

Sincerely,

Shirley C. Booth, R.M.



April 6, 1957

Dwight L. Freshley, Ph. D.  
Assistant Professor of Speech  
Vanderbilt University  
Nashville, Tennessee

Dear Dr. Freshley:

I have just completed the reading of the microfilm reproduction of your dissertation, "A Study of Attitudes of Industrial Management Personnel Toward Communication." May I complement you on an excellent study. I personally believe you have made a genuine contribution to the field.

My profession is nursing, therefore, I feel qualified in assuming that communication skills among hospital personnel can be improved. At the present time I am on leave from my position as associate director of nurses to obtain my masters degree from the University of Colorado. With the conviction that attitudes toward communication can and should be improved, I selected this subject for the research study for my thesis.

I would like permission to use your Form F. Judgment Survey to test the effect of an introductory course in communications that emphasizes general semantics. I hope to prove by pre and post testing that the attitudes toward communication can and will be improved. The test can be adapted to the hospital situation with only minor substitutions. I am enclosing a sample of how the situations can be altered.

A self addressed stamped envelope is enclosed for any suggestions you may wish to offer and the permission for the use of the test if you care to grant it.

Sincerely,

Shirley C. Booth, R.M.

VANDERBILT UNIVERSITY  
Nashville 5, Tennessee

Box 1571

April 10, 1957

Miss Shirley Booth, R.M.  
3251 South Lincoln  
Englewood, Colorado

Dear Miss Booth,

I am delighted that you were able to get some good out of my study. It's good to know it isn't just a dust catcher! You certainly have my permission to use the Form F Judgment Survey in modified form. Since it is copyrighted, I should like to receive a summary of your M.A. thesis and the modified form. Perhaps I can do something for the nurses here!

Good luck in your pursuance of the M.A. The field you've chosen is a vital one.

Cordially yours,

S/ Dwight L. Freshley